

Point of View

By Peter Marris

ON MAY 5, *The New York Times* reported: "The White House said today that the riots last week in Los Angeles were a result of social welfare programs that Congress enacted in the 1960's and 1970's." And the next day another *Times* article stated: "In a counterattack on the Bush Administration, Governor Bill Clinton said yesterday that the riots in Los Angeles resulted in part from '12 years of denial and neglect' of fostering social problems under Presidents Bush and Reagan."

So even as the rubble was being swept from the streets, the event was being appropriated to aid familiar ideological agendas.

Disillusioned academics and political commentators already are suggesting that Americans will fail to learn from this tragedy, just as we failed to learn from the Watts riots. Yet over the past 25 years, and in the past five years especially, much research has been done into the frustrations of inner-city life, which ought to have raised the debate to a much higher level of sophistication. Some studies have shown the long-term value of child-development programs, for instance, and how to design job training more effectively. Other research has shown how the decline of manufacturing in the inner city affects both unemployment and marital stability. Various studies have refuted simplistic arguments that welfare fosters dependency. Why did this academic research have so little influence?

Americans respect science and like to believe that their society is adept at practical problem solving, without the ideological prejudices of more class-divided industrial societies. Yet American culture also idealizes dreaming. The word "dream" appears everywhere as a substitute for ambition, hope, or achievement, with the implicit or explicit message that anything can be achieved, whatever the obstacles, if only Americans remain faithful to their dreams.

The very qualities that give social research its scientific authority—its systematic objectivity, its disavowal of value judgments—are particularly incompatible with dreams. Evidence tends to confirm the intransigence of mundane obstacles to success. Thus social research about poverty is, for the most part, telling both ordinary people and political leaders what they do not want to hear—that policies are not working, that dreams are naive, that they share the blame.

To inspire other, more realistic policies, research has to become engaged with the moral issues that its findings address, such as racial and gender discrimination, inequality of opportunity, and what responsibility our society should take for political and economic decisions that affect our most vulnerable citizens. But social scientists often are uncomfortable with this, because it seems to compromise the conventions of objectivity in which they have been trained, and from which they derive their legitimization.

Practicality has its own illusions, however, especially the illusion that research, done without preconceptions, will tell you what to do. But research must begin and end, at a time and a place, with a particular set of questions and observations. The framework for my research shapes its meaning and how its results may relate to policy. The framework implies concerns about how human beings should act by the questions it asks and the context in which it asks them.

For instance, if you ask what are the characteristics of poor neighborhoods, you will notice an association among welfare dependency, crime, and large numbers of minority-group members. But because most poor people do not live in such neighborhoods, but are distributed throughout urban and rural areas, if you ask what are the characteristics of poor people in general, you are more likely to see an association with divorce and the low wages earned by women. Further, you will get different answers depending on whether you study

a sample of poor people at a particular moment or over a period of time. If a researcher ignores what happens over time and in a variety of settings, the characteristics of a small minority of poor people can be misrepresented as typical. If the researcher does not present these limitations or restrictions explicitly or convincingly, the work is likely to be ignored or misrepresented by others to suit their own agendas.

Social scientists are not taught the elements of dramatic structure in presenting their research findings—such as where to begin and end a story or how to build to a climax—which might help to make their research and its conclusions more compelling to policy makers and the people the research is designed to help. Even thinking about their work in these terms offends their conception of science. In a world of policy debate where politicians, community leaders, newspaper commentators, and the fellow standing next to you in the bar have no such inhibitions, the stories told by social scientists tend to come across as too technical, obscure, tentative, and highly qualified.

This does not bother other academics. In fact, few

How Social Research Could Inform Debate Over Urban Problems

Finger pointing over the Los Angeles riots ignores the results of recent scholarship

academics in social research are rewarded with promotion or tenure because their work is relevant to policy or interesting to a lay public. Prestige comes from writing in journals read by their peers, where the admired qualities are analytical sophistication and conceptual innovation. Reputations are made on the skill with which a conceptual idea is promoted and defended or critically attacked. And these controversies tend to frame research in an intellectual context very remote from action.

In 1987, for instance, the Rockefeller Foundation made substantial grants to the Social Science Research Council to encourage research into persistent poverty, out of concern that a new "underclass" was becoming established in the United States, one permanently excluded from the opportunities for advancing in society. As the foundation's guidelines for grants were translated into research ideas, academics' impetus toward conceptual controversy thrust the word "underclass" into the center of the debate: Was it an appropriate concept? How do you define it? How do you measure it?

Much time and intellectual energy were absorbed in defending or challenging the validity of the concept. The problem is not that this was all a waste of time: The debate raised important questions about what was happening to the inner city and what characteristics its residents did or did not share. But it was remote from the way that people who were trying to intervene in the inner city thought about the problems. At the same time as it financed research, the Rockefeller Foundation also financed six community-planning and action programs in inner cities. But the language and preoccupations of the people running those programs were profoundly different.

They hoped to make local governments and government agencies more aware of the needs of poor people and more open to innovative ways of serving them better. They had no use for the word "underclass," which sounded like a denigration of the people they

were trying to help. They translated "persistent poverty" into interventions to improve child development and health, as well as education and training; such programs were at once less stigmatizing and more hopeful.

So although the academic researchers and the community reformers were inspired by the same underlying concerns, they did not provide each other with much guidance.

Each group was asking a different kind of question, which required a different kind of answer. If you are asking how to understand the persistence of poverty and frustration in the inner city, the answers tend to refer to large-scale changes in the world economy and the demographic shifts that accompany them. Such explanations often are called "structural," because they can be represented as a structure of relationships among social, economic, and governmental factors that together determine the impoverishment of inner-city neighborhoods.

But if you are asking what we can do, now, about this impoverishment, structural explanations are not very helpful, because they offer no point of intervention. For people trying to make changes, the way relationships are reproduced—in the running of a school or the hiring of employees or the recruitment of a gang of drug dealers—is crucial. Both kinds of answers are, in the end, attempts to grasp the same pattern of relationships. But to the reformers, the academics often seem remote and daunting, preoccupied with their theoretical controversies. The academics find the ideas of the reformers superficial, narrow, or naïve.

Some profound inhibitions exist, then, on the influence of social research: They lie partly in the rewards and concerns of the academic profession, and partly in the ambivalence of society at large toward the findings of social science. There are always some scholars with the skill and intellectual self-confidence to overcome these limitations, such as Mary Jo Bane, David Ellwood, Herbert Gans, William Julius Wilson, Frances Fox Piven, and Richard Cloward, to mention only a distinguished few. But a mass of knowledge circulates within academe that is only very slowly and partially absorbed into the wider public debate, if at all.

What can we do about this, apart from trying to create more occasions where academics and reformers meet to try to understand each other?

We can begin to try to change the academic reward structure so that scholars' research is more respected and honored if it is useful and accessible. We can train social scientists to write better, with a larger sense of constituency.

We also need, I think, a profession of social-science journalism, equivalent to scientific journalism, whose practitioners are expert enough to understand research on its own terms and able to translate it for a wider audience of policy makers, community workers, and the general public—including the communities the research is designed to help.

The potential contribution of such a profession, both to politics and the intellectual life of America, is profound. It could at once inform the discussion of policy and reconnect sociology to its roots in social idealism and reform. A sociology department that encouraged its best students to believe that social-science journalism could be the career for them would be a very stimulating, and influential, intellectual community.

Peter Marris is professor emeritus of urban planning at the University of California at Los Angeles and the author of several books on anti-poverty programs.

THE CHRONICLE

of Higher Education.



May 27, 1992 • \$2.75
Volume XXXVIII, Number 38

Quote, Unquote

News Summary: Page A3

"Researchers would have to be sitting by women in their homes waiting for them to have miscarriages, or be sitting in emergency rooms waiting for the next ectopic pregnancy to occur." A fetal-research specialist, on President Bush's compromise on fetal-tissue research: A20

"Plutobio is really nature's great climate experiment." A scientist at NASA, on the volcano's effect on global temperatures: AG

"The right wing is delighted every time someone turns down a grant. They think it is humorous that we in the arts community protest by denying ourselves the work we are trying to protect." The head of the National Assembly of Local Arts Agencies, on the latest NEA furor: A21

"The ethnic strife has driven a stake into the heart of the scientific community of Sarajevo." A Western diplomat, on the fighting in Bosnia-Herzegovina: A33

"You can make events come alive. You can give them a hook. You can teach them without them realizing they are being taught." A retired lawyer who shares his experiences with students through a program at Eckerd College: A27

"Stephen Oates's account of Lincoln's early years in *With Malice Toward None* is derivative to a degree requiring greater acknowledgment of Benjamin Thomas's earlier biography of Lincoln." American Historical Association: A15

"There are no guidelines for what is sufficient acknowledgment of sources in popular biographies and histories." Stephen B. Oates: A15

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'GOLD MINE FOR HISTORIANS'

Newly Opened Archives of Former Soviet Union Provide Opportunities for Research Unthinkable a Few Years Ago

By ELLEN K. COUGHLIN

Donald J. Raleigh began trying to get into the local archives of Saratov in 1973.

In those days, though, Saratov, a city on the Volga River southeast of Moscow, was closed to foreigners—and, more important for Mr. Raleigh, who is writing a history of Saratov in the era of the Russian Revolution, so were its archives.

Things have changed. Two years ago, he finally got to see the city's records.

"It took me literally 17 years to beat down the doors," says Mr. Raleigh, a professor of Soviet history at the University of North Carolina at Chapel Hill. "By 1990, *glasnost* had gone far enough that I was able to visit Saratov. It was really kind of a triumphal visit: Here comes someone who not only speaks Russian but writes about their town."

A Steady Stream of Documents

As the archives and libraries of the former Soviet Union become more accessible to natives and foreigners alike, scholars like Mr. Raleigh are encountering opportunities for research on Russian and Soviet history and politics that would have been unthinkable even three or four years ago. What began as a trickle under *glasnost* has become, with

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Donald J. Raleigh, a professor of Soviet history, is visiting the Communist Party archive in Saratov for the first time: "It took me literally 17 years to beat down the doors."

IRS to Subject Universities to Closer Scrutiny With New Audit Method

By SCOTT JASCHIK

WASHINGTON

Technology-transfer programs, the salaries of athletic coaches, and fund-raising operations will all come under heightened scrutiny when the Internal Revenue Service begins auditing universities in a new way this summer.

The new method, which will start with 7 to 12 universities, will eventually be used for regular audits in academe.

In contrast to past audits, which generally were conducted by a single IRS agent, each of the new investigations will be undertaken by a team of tax specialists. The audits are expected to take around two years, giving the government a wealth of new information on whether universities are complying with tax laws.

Oversight of Non-Profit Groups

Marcus S. Owens, director of the Exempt Organizations Technical Division of the IRS, said the audits would cover all aspects of the institutions' finances. He said the probes would focus on such issues as the unrelated-business income tax, tax-exempt bonds, the salaries of athletic coach-

es and college presidents, and technology-transfer programs.

"These institutions, because of their size and structure, really require a different approach," he said. The new audits are part of a larger program, which has been taking shape over the last year, to improve IRS oversight of non-profit organizations.

Mr. Owens said IRS regional offices had selected the first institutions to be audited under the new approach. The institutions have not yet been informed, but will be notified when the IRS is ready to start work. Under government regulations, Mr. Owens said, the IRS will not release the names of the institutions, even after they have been told they have been selected.

The new investigations are called "cooperative audits."

One area that will probably receive a good deal of attention is the unrelated-business income tax. The tax, known as UBT, is paid by non-profit organizations on income they earn from operations not directly related to their tax-exempt missions. The IRS has been interested in whether colleges pay appropriate taxes on revenues from credit cards that they issue to alumni, from bookstore operations, and from many other sources.

"Colleges have a lot of opportunities to get involved in UBT-type activities," Mr. Owens said.

He added that the audits would include

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This Week in The Chronicle

May 27, 1992

"Aetna Life Insurance
and Annuity Company has
essentially no risk in its
investment portfolio."

—Standard & Poor's

Who says you can't find good news in the business section? At a time when most people would rather skip the business section and turn right to the comics, Aetna Life Insurance and Annuity Company has some very good news. Moody's reports, "ALIAC's asset quality is excellent." Duff & Phelps says ALIAC has "the highest claims paying ability" and a "high quality, conservatively managed investment portfolio." This may be the best news our customers read all day. **Aetna. A policy to do more.**



*ALIAC is a wholly owned subsidiary of Aetna Life and Casualty Company.

Scholarship

NEW ENTRÉE TO SOVIET ARCHIVES
As the records of the former Soviet Union gradually become more accessible, scholars are finding unprecedented opportunities for research: A1

VOLCANOES AND EARTH'S CLIMATE
Cooling caused by the eruption of Mount Pinatubo has led scientists to conclude that such activity affects global temperatures more than they had thought: A6

THE GLACIAL PAGE OF DOCUMENTARY EDITIONS
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The American Historical Association has concluded that a University of Massachusetts historian failed to adequately attribute material he used in a book: A15

A WINDOW ON STUDENT LIFE
Newspaper clippings, books, fraternity-sorority magazines, and scrapbooks are part of an extensive collection of materials on student life: A5

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Universities' fund-raising operations and technology-transfer programs will come under closer scrutiny starting this summer: A1

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Congress is poised to pass a bill to reauthorize the NIH and to lift a ban on federal support of research involving the transplantation of fetal tissue: A20

PENNSYLVANIA COLLEGES FIGHT GOVERNOR'S PLAN
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MARGINIA**In Brief****Princeton students arrested on drug charges**

PRINCETON, N.J.—One former and five current students at Princeton University were arrested on drug-related charges last week.

Local police officers raided the students' off-campus apartment after a police investigation found evidence of illegal activity there. The six residents were charged with a variety of counts of growing, possessing, and distributing marijuana, and with possession of methamphetamine. All have been released pending a hearing.

A university spokesman declined to comment on the status of the arrested students.

Professor is acquitted of poisoning colleague

CORROE, TEX.—The former director of the University of Texas Cryobiology Research Center has been acquitted of charges that he tried to kill his research partner by poisoning a nasal spray.

John G. Linner had been charged with the attempted murder of scientist, W. Barry Van Winkle, after Mr. Van Winkle's nasal spray was found to be contaminated with a potentially deadly carcinogen, beta propiolactone.

During the trial, Mr. Linner acknowledged that he had ordered how-to-kill books last year. He also said he had ordered carcinogenic chemicals, which he said he had needed for his research. Prosecutors contended that Mr. Linner, who no longer works for the university, had tried to kill Mr. Van Winkle out of professional jealousy. Defense attorneys countered that several other employees had access to the dangerous chemicals and one of them could have tainted the nasal spray. Mr. Van Winkle is now an associate professor of pathology at the University of Texas Medical School at Houston.

From a program for a performance of *The Cherry Orchard* at the Cornell University Center for Theatre Arts:

"In Act II, the merchant, Lopakhin, whose father was a surf on the estate, says sarcastically that, 'The old days were fine. They could at least flog the peasant then.'

And then, suggests a reader, they'd hang ten.

Ad in the Des Moines Register:

UPPER IOWA
UNIVERSITY
FULL-TIME
FACTORY OPENING
For Fall 1992

"In these tough times, a job's a job," a reader comments.

A reader at the College of Mount Saint Vincent, who reminds us that her institution was founded by the Sisters of Charity, spotted an automobile with a college sticker on the rear window and a bumper sticker that said:

IF YOU CAN READ THIS,
YOU'RE TOO CLOSE

The owner of the car, our reader points out, had carefully cut out the word DAMN.

Note in "Police Beat," a department in the student paper at Winthrop College:

"The reporting officer observed a car accelerating above posted speed limit. . . . The vehicle ran through a stop sign without breaking."

Just lucky, we guess.

—C.G.



Bridge at Colorado State marks Vietnam era

FORT COLLINS, COLO.—Colorado State University has dedicated a new bridge on its campus to an era that bitterly divided the university and the nation. Known as the Vietnam Era Memorial

Bridge, it is topped with bricks from a university building that was burned down in 1970 at the height of the anti-Vietnam War protests on the campus.

The project was the brainchild

of an alumnus, Terry Finnegan (above), who wanted to build a memorial to a fellow alumnus, a journalist who died while covering a military coup in Thailand.

Former hostage makes campus visit

ST. PETERSBURG, FLA.—The former hostage Terry Anderson spoke last week at Eckerd College, making his first appearance on a campus since his release in December.

Mr. Anderson (right) was chief Middle East correspondent for the Associated Press when he was kidnapped in Beirut on March 16, 1985. Since his release, he has been resting in the Caribbean. He returned to the United States this month and now plans to write a book on his ordeal.

At Eckerd, Mr. Anderson told 2,500 students and community residents how religion had helped

Former hostage makes**campus visit**

him deal with torture during his captivity. Mr. Anderson plans to speak at other colleges and universities this fall.

Corrections

■ A map that accompanied an article about the riots in Los Angeles (*The Chronicle*, May 13) incorrectly located Woodbury University. The institution is 30 miles north of the central riot area.

■ An item about a brawl that occurred at Iowa State University's annual spring festival (*The Chronicle*, May 13) incorrectly stated that Martin Jischke, the university's president, doubted that the festival would be held again. Following the fighting, Mr. Jischke did say: "The damage, the danger that was involved in the kind of behavior that went on last night, is at the point where it really does threaten how we can

continue this tradition."

■ An item about the Fuller Theological Seminary (*The Chronicle*, May 13), incorrectly reported that John Finch, a psychologist, was the founder of the seminary's graduate school of psychology. Mr. Finch is one of several people who helped found the school.

■ A story about privatization of public higher education (*The Chronicle*, May 13) said the State University of New York at Binghamton was dropping two engineering programs. University officials describe those programs as engineering technology and industrial technology.

Former security officer charged in theft

STANFORD, CAL.—A former security guard at Stanford University was arrested after police raided his home and found several dozen American Indian artifacts and whalebone swords. Campus police officers said earlier investigations into the thefts had failed to identify any suspects. The raid came after an anonymous tip. Mr. Crawford was charged with possessing stolen property.

His home about 40 miles from the campus. The artifacts, some of which are pictured above, included seven Haida Indian argillite sculptures, small totem poles, and whalebone swords. Campus police officers said earlier investigations into the thefts had failed to identify any suspects. The raid came after an anonymous tip. Mr. Crawford was charged with possessing stolen property.

Police said the suspect, Stephen Crawford, who was employed by the university as a security guard from 1971 to 1976, had the stolen items on display in his room.

Just lucky, we guess.

—C.G.

The Chronicle of Higher Education (ISSN 0009-074X) is published weekly except the third week in August and the last two weeks in December, at 1253 Twenty-Third Street, N.W., Washington, D.C., and at additional mailing offices. Copyright © 1992 by The Chronicle of Higher Education, Inc. Printed in the United States of America. Postmaster: Send address changes to The Chronicle of Higher Education, P.O. Box 1935, Marion, Ohio 43305. Member Audit Bureau of Circulations. The Chronicle reserves the right not to accept an advertiser's order. Only publication of an advertisement shall constitute final acceptance of the advertiser's order.

Baptists sever ties with Furman U.

GREENVILLE, S.C.—A long-running battle between the South Carolina Baptist Convention and Furman University ended this month when the convention voted to sever all legal and financial ties with Furman.

The convention had previously given the university about \$1.6 million a year, or about 3 percent of Furman's total budget.

The convention also voted to rescind its earlier decision to take Furman to court over the university's decision to revise its charter to allow the university to elect its own governing board. Previously, the convention had had that power.

The decision came as a relief to Furman's president, John E. Johns, who said the dispute had had a divisive effect on South Carolina Baptists. "Now, our board is not in danger of being taken over by fundamentalists, and this means that the academic freedom of the university is assured," he said in an interview.

The convention's decision to sever ties with Furman prompted the Rev. George Dye, a member of the university's board of trustees, to resign. Mr. Dye said he had been elected by the Baptist convention to serve as a trustee of a Baptist university. Furman's board has adopted a statement saying that the university will remain faithful to Baptist values, even though it will be an independent institution.

PORTRAIT***A Glimpse of the Lives of Students Past***

By SUSAN DODGE

URBANA, ILL.

In the spring of 1872, Charles Northrop, a senior then at Yale University, missed so many of his courses in trigonometry, Latin, and chemistry that an administrator wrote to Mr. Northrop's father.

"Your son has incurred 41 unexcused marks," the administrator wrote. As a result of his absences, Mr. Northrop was placed on the "second-level course of discipline," which involved having to make up some of the missed academic work.

Mr. Northrop's leather-bound scrapbook of his years at Yale is part of an extensive collection at the University of Illinois of materials on student life. Many of the books, fraternity and sorority magazines, and student scrapbooks, known as the Stewart S. Howe Collection, were collected by Mr. Howe, a 1928 graduate of the University of Illinois.

Offers an Insight

Mr. Howe amassed much of his material by purchasing old scrapbooks in used-book stores and requesting journals from fraternities, sororities, and students. The collection offers an insight into the world of students at hundreds of colleges and universities from the late 1800's to the present.

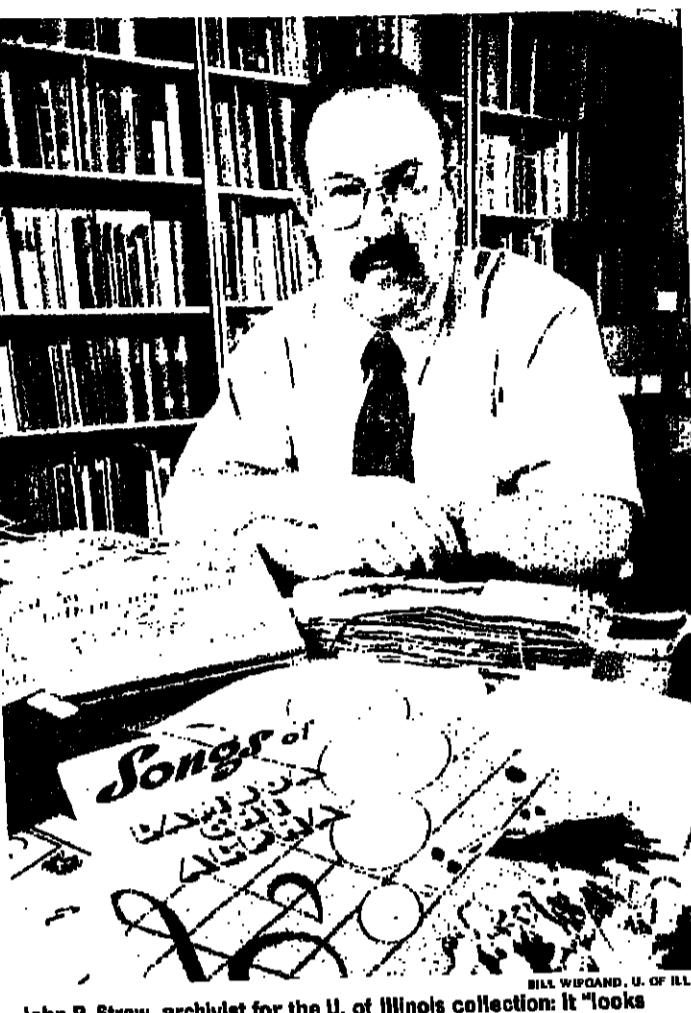
Mr. Howe left the material to the university in 1973. In 1989, an endowment of \$750,000 was established to support the collection, and last fall the university hired John B. Straw as the materials archivist. Mr. Straw says he would like to expand the collection to include more material about student life today.

"There has been a renewed interest in the undergraduate, and with projections for declining enrollment, there is more of a need for colleges and universities to be able to know what the undergraduate student is really like," says Mr. Straw, who came to Illinois after working for four years as the archivist at Virginia Polytechnic Institute and State University. "The collection is new and experimental because it looks at student life as a way of defining our culture and how it has changed."

Mr. Straw is organizing the collection in five rooms of a horticultural field-laboratory building not far from the center of the campus.

Amid the smell of old chemicals that once were used in the lab, gray files holding Mr. Howe's correspondence and fraternity and sorority journals line metal shelves that reach the ceiling. In another room, fraternity and sorority journals containing the minutes of chapter meetings and descriptions of social and philanthropic events are stacked in large piles. Mr. Straw has yet to categorize them.

A hallway between the rooms contains four small glass cases that display relics of student life. One of the cases includes material from college graduates who served in World War II. A Theta Delta Chi fraternity journal, *Alumni in Uniform—Home and Abroad*, includes news of a student who was wounded on July 28, 1944, and taken to a



John B. Straw, archivist for the U. of Illinois collection: It "looks at student life as a way of defining our culture and how it has changed."

hospital in England. Another recent graduate, the journal says, was shot in a battle in Italy.

The collection offers a detailed look at student life long ago. For example, Mr. Northrop included in his scrapbook a bill for tuition, fees, and room and board at Yale for \$53 from 1872. Next fall, Yale will charge \$23,700. While today's college students frequently dine on pizzas and junk food, the scrapbook of one student noted that an

heads are a few of the "stunts" in the book.

An 1880 journal of the Sigma Chi fraternity mentions the biennial convention the fraternity held in Washington that year. About 60 members of the fraternity attended the convention and *The Republic*, Washington society newspaper published at the time, covered the event.

'Fine, Manly Fellows'

"A body of young men, representing the Sigma Chi fraternity, met in convention in this city," the paper says. "Fine, manly fellows they were, too—the flower of prominent institutions in various parts of the union."

Mr. Howe was also interested in student protests that occurred in the late 1960's and early 1970's. His collection includes a book called *Hippies in Our Midst* and several student scrapbooks about the period. Priscilla S. Hart's scrapbook of her years at the Ohio State University from 1967 through 1971 includes newspaper clippings about antiwar marches in Washington, campus protests against landlords who discriminated against blacks, and the 4,000 National Guardsmen who came to the campus in 1970 to quell student protests.

The age-old issue of college students' asking their parents for spending money also is evident in the collection. In the collection,

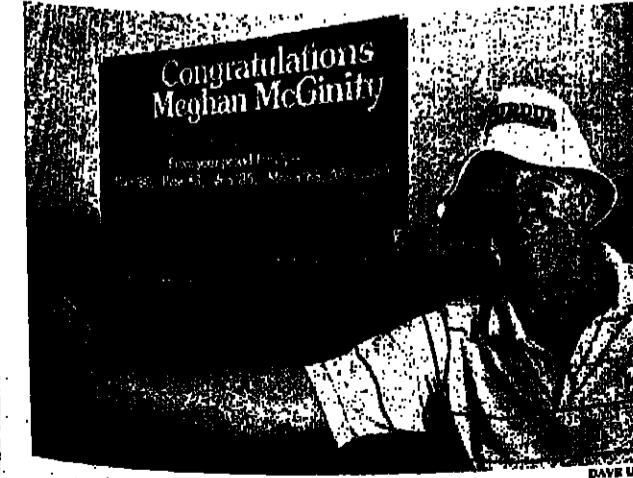
Father puts his pride on a billboard

GURNEE, ILL.—A group of students at the University of Oregon tore down and defaced a banner advertising the institution's summer session, claiming the banner ignored minorities. The sign, which read, "You meet the most interesting people in summer school," featured the faces of Michelangelo, Plato, Jane Austen, and eight other renowned figures.

Angered that only white people had appeared on the banner, a group of students cut it down, scrawled "Racism" on it, and painted some of the faces brown. Otis Scarborough (above), a public safety officer at the university, reported the incident to campus disciplinary officials.

Ginity (below) spent \$650 to rent the 12-foot by 32-foot billboard to congratulate his daughter, Meghan, who received her bachelor's degree in communications this month.

Greg Zawisza, a senior news-service editor at Purdue, said he couldn't recall such a message's having been used before as a graduation gift.



DAVE UHREKIN

Scholarship

Effect of Volcanic Activity on Climate May Be Greater Than Scientists Believed

Researchers find eruption of Mount Pinatubo caused significant global cooling

By KIM A. McDONALD

WASHINGTON

A recent decline in global temperatures that is connected to the eruption of Mount Pinatubo has forced leading atmospheric scientists to conclude that volcanic eruptions are capable of modifying the earth's climate much more significantly than was previously believed.

Scientists reported last week that the atmospheric cooling from the eruption of the Philippine volcano last June had been so great that it had temporarily overwhelmed the long-term global warming trend caused by the greenhouse effect and a shorter-term increase in temperatures caused by a temporary warming of the Pacific Ocean known as El Niño. The scientists spoke at a news conference here organized by the American Geophysical Union.

Measurements from weather satellites, for example, indicated that mean global temperatures last month were three-tenths of a degree Fahrenheit below the average for the last 10 years. In the Northern Hemisphere, last month's average temperatures were about half a degree Fahrenheit below normal, the largest decline since February 1986, according to scientists at the University of Alabama in Huntsville.

Atmospheric experts attributed the cooling to the unusually large amount of sulfur dioxide thrown into the upper atmosphere by the volcano. When that gas combined with water vapor, they said, it produced tiny droplets of sulfuric acid that have absorbed and scattered sunlight, warming the upper atmosphere while cooling the lower atmosphere.

Changes Laid to Sulfur in Emissions

The scientists said their comparison of the eruption of Mount St. Helens in Washington State in 1980, which expelled relatively little sulfur, and the sulfur-rich eruptions of Mount Pinatubo and Mexico's El Chichón in 1982, offered proof that the sulfur content of the volcanic emissions, not the dust or ash, is responsible for changes in the climate.

"We felt it was time to strengthen the field," Mr. Falcon said, "but also to look around and see what we're dealing with."

"Children's Literature," a leading journal in its field, is moving from the University of Connecticut to Hollins College.

Francelin Butler, professor of English at Connecticut, who founded the annual journal in 1972, said Hollins was an appropriate new home for it, in part because the college is just starting a master's-degree program in the study and writing of children's literature.

Richard H. W. Dillard, head of Hollins' creative-writing program, is the new editor in chief.

If the change of location means changes to the journal, they are a long way off. Elizabeth Keyser, an assistant professor of English at Hollins and the journal's new editor, said nothing dramatically different was planned for the first issue out of Hollins, which will not be delivered to the publisher, Yale University Press, until March 1993.

that he and others had made in December and showed that their global-warming models were on the right track (*The Chronicle*, January 8).

"It doesn't alter the expectations for long-term global warming," he said. "But the fact that the [Pinatubo] models seem to be in the right ballpark increases the confidence in the global-warming models."

Higher Temperatures to Come

Most scientists believe that the additional carbon dioxide in the atmosphere from the burning of fossil fuels—which has trapped heat radiating from the earth's surface—has raised global temperatures by an average of one degree Fahrenheit over the past century. Some models estimate that the "greenhouse effect" will raise global temperatures by several more degrees over the next century.

Mr. Hansen emphasized that the temporary cooling from Mount Pinatubo was affecting average global temperatures and that regional weather patterns could make

some regions of the earth warmer than normal over the next few years. "The exact patterns are not predictable," he said.

Alan Robock, an associate professor of meteorology at the University of Maryland at College Park, said that over the past winter, North America, Europe, and Asia were warmer than normal, while the rest of the world was cooler than normal. That appears to be the typical pattern after major volcanic eruptions in the Northern Hemisphere that inject large amounts of sulfur dioxide into the atmosphere, he said. He added that the warming may have come at a particularly opportune time for Russia, where many observers feared the prospects of a cold winter and food shortages could have led to another dramatic political upheaval.

"There were dire predictions of a revolution in Russia this winter," he said. "But it was quite warm, and maybe Pinatubo was responsible for that."

Richard P. Turco, a professor of atmospheric science at the University of California

at Los Angeles, said the climatic effects might not be the only large-scale impact of the Mount Pinatubo eruption.

He said that in addition to producing about 25 million tons of sulfuric acid—a chemical that catalyzes reactions that destroy atmospheric ozone—the volcano had released four million to six million tons of chlorine, which is directly responsible for ozone destruction.

"The potential for ozone depletion is very large, indeed," he warned.

Looming Ozone Destruction

Since last June's eruption, however, scientists have discovered that some 99 percent of the chlorine has precipitated out of the atmosphere, Mr. Turco said. Over the same period, global ozone levels have declined by only 4 percent.

Mr. Turco said he believed that the relatively meager amount of ozone destruction could be explained by the fact that the stratosphere, or upper atmosphere, was warmer than normal over the past year, a condition that impeded ozone-destroying reactions. But he said that condition might not last for long.

"The possibility of a more dramatic ozone depletion is looming," he said. "If the stratosphere were to cool and another Pinatubo erupts, we could be seeing some significant ozone destruction."

Stephen Self, a geology professor at the University of Hawaii at Manoa, said the large climatic effects that have been produced by Mount Pinatubo were forcing volcanologists to look more closely at why some volcanoes throw large amounts of sulfur into the atmosphere and how their eruptions can be predicted.

"We are finding now that there is a class of eruptions that are sulfur rich, and we really don't know why."

Mr. Self, who chaired a conference for the geophysical union in March in Hawaii on volcanism and climate change, said last June's eruption had proved to be "the biggest injection of sulfur into the atmosphere since the eruption of Krakatoa in 1883."

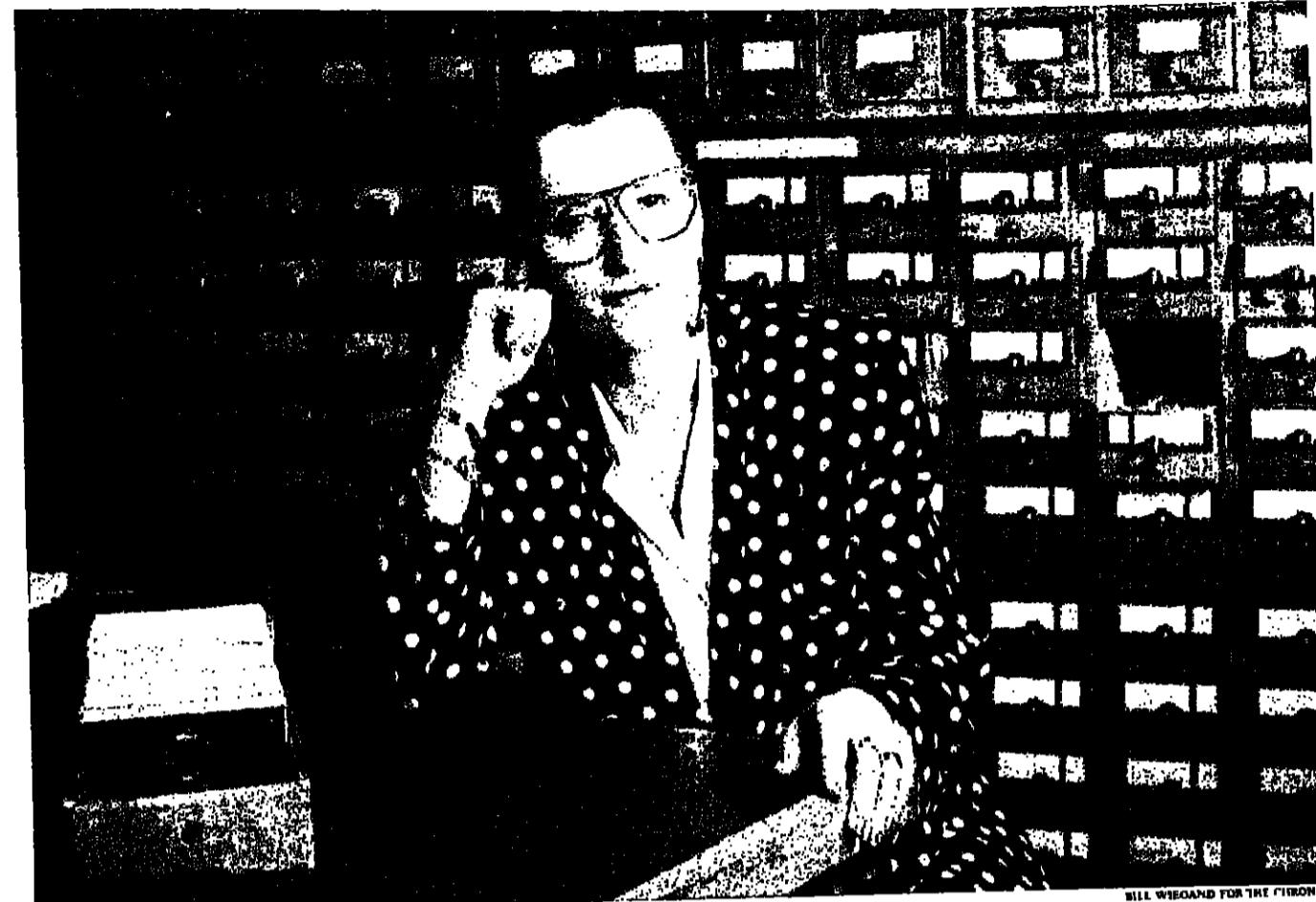
Compared with the 2.5 million tons of sulfur released by Mount Pinatubo, the explosion of Krakatoa in Indonesia is estimated by scientists to have injected 85 million tons of sulfur into the atmosphere. Tambora, another volcano in Indonesia, released some 300 million tons when it erupted in 1815, scientists said.

Demise of the Dinosaurs

Many of the major climatic changes and mass extinctions of life in the recent geological record appear to be correlated with such major volcanic eruptions, said Michael R. Rampino, an associate professor of applied science at New York University.

In addition, some scientists have found evidence that a sulfur cloud in the earth's ancient atmosphere may have even contributed to the demise of the dinosaurs. Haraldur Sigurdsson, a professor of oceanography at the University of Rhode Island, said the giant asteroid that is believed to have collided with the earth 65 million years ago to produce a major global cooling that killed the dinosaurs appeared to have hit a sulfur deposit.

"Sulfur can do a lot of nasty things," he said, "and it seems the extent of the environmental changes from this is only now being appreciated."



Marianna Tax Choldin of the Mortenson Center for International Library Programs:
"The physical condition tends to be pretty dismal. Preservation is a horrendous problem."

BILL WIEAND FOR THE CHRONICLE

Gradual Opening of Former Soviet Archives and Libraries Creates Unprecedented Opportunities for Researchers

Continued From Page A1

1917 Bolshevik Revolution to the October 1952 party congress; and another generally known as the Central Committee archive, which contains documents from the end of 1952 through the August 1991 coup, plus many of the more sensitive documents from the earlier period. The Central Party archive is much smaller but more open:

"The mainstream, inside-politics kind of history was almost impossible. Because of that, we've had a very schematic notion of the ins and outs of Soviet politics."

also been subject to a fair amount of abuse. At the time of the August coup, for example, reports surfaced that members of the intelligence service were destroying incriminating records. Other sensitive material has been lost as well: One official reported that as recently as 1989 KGB agents destroyed some 580 notebooks taken from Andrei Sakharov. In addition, some former KGB operatives are said to be selling off individual files for hard currency.

■ The Foreign Ministry archive. These records began to be opened to outside scholars in 1990, but declassification has been very slow.

■ The Defense Ministry archive. Military records began to open up in 1991, but the question of access has been complicated by the fact that lines of authority over many of the assets of the former Soviet military are still being sorted out.

Archives of interest to historians of pre-revolutionary Russia, such as the Central Historical Archive in St. Petersburg and the Central State Archive of the October Revolution in Moscow, have been open to scholars for the last 30 years or so. But even there, access to materials was closely, if indirectly, controlled, by restricting the use of inventories listing individual holdings. Inventories have been more available in the last couple of years.

Beset by Serious Problems

Scholars who have been keeping track of the opening of the Soviet archives say the process is beset by serious problems, none more compelling than the lack of financial resources.

Few repositories, for example, are ade-

Continued on Following Page



Richard P. Turco, atmospheric-science professor at UCLA:
"The possibility of a more dramatic ozone depletion is looming."

RESEARCH NOTES

- Roots of Italian Fascism traced to early opposition movements
- Crystalline magnets are discovered in human brain tissue
- Scientists find cell receptor for protein in Alzheimer's patients

The roots of Italian Fascism can be traced to the rhetoric of opposition movements that arose in Italy early in this century, says an Emory University historian.

In many historical accounts, writes Walter L. Adamson in the current (March) issue of *The Journal of Modern History*, the Fascist movement seems to have sprung full-blown from conditions created by World War I. But Mr. Adamson argues that the movement's origins can be traced back earlier than that, to certain cultural and political forces that were coalescing just after the turn of the century.

He further maintains that, because Italian Fascism was not a coherent political doctrine or ideology, its roots are most appropriately traced through similarities between the rhetoric of the early opposition groups and that of Mussolini himself.

In the years between his break with the Italian Socialist party, just after the start of World War I, and the Fascists' March on Rome in 1922, after which he became Italy's premier, Mussolini's speeches and writings reflected the ideas and language of several groups opposed to the ruling liberal government. Each of them, Mr. Adamson says, was influenced by the "elite theories" put forward by some noted Italian thinkers, and each called for the "renewal" of Italian life.

But Mussolini's rhetoric was most strongly influenced, Mr. Adamson argues, by another, related opposition group, the cultural avant-garde that was centered on the Florentine journal *La Voce* (1908-14). That group of writers saw the Italian bourgeoisie as the country's "internal enemy," and envisioned a "great war" that would become a vehicle of national renewal.

Mr. Adamson says that like the *voce*, as the writers for *La Voce* were called, Mussolini harbored a vision of a great war to be waged against the internal enemy, the decadent incumbent ruling class.

—ELLEN K. COUGHLIN



Benito Mussolini, with Fascist followers in 1922; He harbored a vision of a "great war" to be waged against the decadent ruling class.

a press conference at Caltech last week.

The scientists are not sure what function the magnets have. But they say electromagnetic fields might influence the functioning of human tissue by altering the magnetite. In experiments with the magnetic crystals found in the brain tissue, the Caltech scientists found that a magnetic field only slightly stronger than the earth's could move the crystals.

The question of whether electromagnetic fields might have harmful effects on humans has been a topic of intense debate in recent years. Scientists who argue against harmful effects say that no mechanism exists that would allow the electromagnetic fields to change tissue.

In the May issue of *The Journal of Neuroscience*, Rachael Neve, an associate professor of genetics at Harvard University's medical school, and a colleague at Bristol-Myers Squibb Pharmaceutical Research Institute report having found a nerve-cell receptor for an abnormal protein fragment produced in Alzheimer's disease.

In autopsies of people with the disease, pathologists found the aberrant fragments, called beta amyloid, surrounded by dead neurons, or nerve cells.

The scientists who found the receptor speculate that a chemical used in normal brain processes usually attaches to the receptor, but that the site becomes part of a destructive disease process in those afflicted with Alzheimer's.

The brain tissue used in the research was obtained through a consortium of research centers studying Alzheimer's disease. The tissue came from three people who did not have the disease and four people who were suspected of having it.

The disease did not affect the amount of magnetite in the tissue, the scientists said.

The researchers said they had dissected the tissue in a "clean

American Academy of Arts and Sciences Elects Fellows and Foreign Members

The American Academy of Arts and Sciences has announced the election of 205 new fellows and 40 foreign honorary members. Following is a list of the fellows, their institutional affiliations, and the sections of the academy to which they have been elected.

FELLOWS

- Mary A. Almworth, U. of Virginia: social relations.
- Andreas C. Albrecht, Cornell U.: chemistry.
- Neal R. Amundson, U. of Houston: engineering.
- Hans C. Andersen, Stanford U.: chemistry.
- Joseph P. Antonelli, U. of Washington: evolutionary and environmental biology.
- James D. Arp, Oregon Symphony Orchestra (Portland, Ore.): fine arts.
- David Donoho, U. of California at Berkeley: mathematics.
- David Dowdy, Ohio State U.: philosophy and criticism.
- Robin G. Duke, New York: public affairs and administration.
- Frank H. Eberle-Sinatra, U.S. Court of Appeals (Chicago): law.
- Mary H. Edmunds, U. of Pittsburgh: molecular biology.
- Phoebe Ellsworth, U. of Michigan: social relations.
- Reynolds Farley, U. of Michigan: social relations.
- Joseph Felsenstein, U. of Washington: evolutionary and environmental biology.
- David Finn, Ruder Finn Inc. (New York): public affairs and business administration.
- Janis Antonovics, Duke U.: evolutionary and environmental biology.
- Elliot Aronson, U. of California at Santa Cruz: social relations.
- Michael Aschbacher, California Institute of Technology: mathematics.
- Brooke Astor, Vincent Astor Foundation (New York): public affairs and business administration.
- Norman R. Augustine, Martin Marietta Corporation (Bethesda, Md.): public affairs and business administration.
- David H. Auten, Columbia U.: engineering.
- David L. Barnes, U. of Texas Southwest Medical Center at Dallas: cellular and developmental biology.
- John W. Baldwin, Johns Hopkins U.: history and archaeology.
- J. P. Berger, Dynatech Corporation (Burlington, Mass.): public affairs and business administration.
- Denis A. Baylor, Stanford U.: physiology and experimental psychology.
- Allen Glashow, New York: literature.
- Claudia Dale Goldin, Harvard U.: economics.
- Jerry P. Golub, Haverford College: physics.
- Michael T. Hannan, Stanford U.: sociology.
- Charles K. Harper, lawyer, New York: law.
- John H. Hayes, Princeton U.: classics and university associations and College Retirement Equities Fund (New York): public affairs and business administration.
- Henrik Blumbaum, U. of California at Los Angeles: philosophy and criticism.
- Thomas N. Illman, Harvard U.: molecular biology.
- Lee C. Billings, Princeton U.: physics.
- George S. Boettcher, Massachusetts Institute of Technology: philosophy and theology.
- Henry R. Bourne, U. of California at San Francisco: molecular biology.
- Kent Bowen, Massachusetts Institute of Technology: engineering.
- William F. Byrum, AT&T Bell Laboratories (New Providence, N.J.): physics.
- William A. Brock, III, U. of Wisconsin at Madison: economics.
- Richard A. Brody, Stanford U.: political science.
- Donald L. Brown, Stanford U.: economics.
- Bruce Bueno de Mesquita, U. of Rochester: political science.
- Warren E. Buffett, Berkshire Hathaway Inc. (Omaha): public affairs and business administration.
- Donald L. Burkholder, U. of Illinois at Urbana-Champaign: mathematics.
- Ashley B. Carter, Harvard U.: public affairs and business administration.
- Sylvia T. Chou, Massachusetts Institute of Technology: chemistry.
- Donald F. Hills, Thinking Machines Corporation (Cambridge, Mass.): engineering.
- Melvin Hochster, U. of Michigan: mathematics.
- Steven Holmes, U. of Chicago: political science.
- Sarah Blaffer Hrdy, U. of California at Davis: evolutionary and environmental biology.
- John R. Hulzenberg, U. of Rochester: chemistry.
- David L. Hull, Northwestern U.: philosophy and theology.
- Tony Hunter, Salk Institute (San Diego): cellular and developmental biology.
- Steven Chu, Stanford U.: physics.
- Aaron V. Olowe, U. of California at San Diego: social relations.
- Raymond Jeanloz, U. of California at Berkeley: astronomy and earth sciences.
- Michael T. Clegg, U. of California at Riverside: evolutionary and environmental biology.
- John R. Hulzenberg, U. of Rochester: chemistry.
- Michael J. Conroy, Northwestern U.: social relations.
- Thomas M. Jessell, Columbia U.: physiology and experimental psychology.
- Alison Jolly, Princeton U.: evolutionary and environmental biology.
- Peter R. Kahn, The Wall Street Journal: public affairs and business administration.
- John A. Katzenellenbogen, U. of Illinois at Urbana-Champaign: chemistry.
- David T. Keane, U. S. Department of Education: public affairs and business administration.
- John H. Conway, Princeton U.: mathematics.
- Edith Markey Conroy, Xerox Corporation (Webster, N.Y.): engineering.
- Lynn A. Cooper, Columbia U.: social relations.
- Max Cooper, U. of Alabama at Birmingham: medicine.
- Lawrence F. Dahl, U. of Wisconsin at Madison: chemistry.
- Gary E. Dalmat, U.S. Geological Survey (Menlo Park, Calif.): astronomy and earth sciences.
- John H. D'Arms, U. of Michigan: educational and scientific administration.
- Marc Davis, U. of California at Berkeley: astronomy and earth sciences.
- Angus S. Deaton, Princeton U.: economics.
- Halle T. DeBevoise, U. of California at San Francisco: medicine.
- Don DeLisi, Bronxville, N.Y.: literature.
- Paul B. Sigler, Yale U.: molecular biology.
- Richard E. Taylor, Stanford U.: physics.
- Adèle Smith Simmons, John D. and Catherine MacArthur Foundation: public affairs and business administration.
- Bertram Deichardt Simola, U. of California at Riverside: political science.
- Leonard E. Slatkin, St. Louis Symphony Orchestra: fine arts.
- Thomas C. Smith, U. of California at Berkeley: history and archaeology.
- Robert E. Somerville, Columbia U.: philosophy and theology.
- James B. White, U. of Michigan: law.
- John Edgar Wideman, U. of Massachusetts at Amherst: literature.
- Mark D. Wilson, Princeton U.: public affairs and business administration.
- Alan D. Weinstein, U. of California at Berkeley: mathematics.
- Paul A. Wender, Stanford U.: chemistry.
- James B. White, U. of Michigan: law.
- John Edgar Wideman, U. of Massachusetts at Amherst: literature.
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- John D. Zimmerman, Brookings Institution (Washington, D.C.): public affairs and business administration.
- Rosemary A. Stevens, U. of Pennsylvania: history and archaeology.
- Ursula St. Storck, U. of Chicago: cellular and developmental biology.
- Horst L. Stormer, AT&T Bell Laboratories (New Providence, N.J.): physics.
- Nobuo Suga, Washington U. (Mo.): physiology and experimental psychology.
- Case R. Sunstein, U. of Chicago: law.
- Ladislav Zgusta, U. of Illinois at Urbana-Champaign: philosophy and criticism.
- Wolf Lepenies, Germany: social relations.
- Antonio M. Teixeira, Spain: fine arts.
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- Donald D. Terman, Canada: astronomy and earth sciences.
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Scholarship

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- David Wiggins, Britain: philosophy and theology.

- Hans Belling, Germany: history and archaeology.
- A. David Buckingham, Britain: chemistry.
- Kari K. Turekoff, Yale U.: astronomy and earth sciences.
- Yasutomo Nishizuka, Japan: cellular and developmental biology.
- Claude Cohen-Tannoudji, France: physics.
- Vittorio Emanuele, Italy: physiology and experimental psychology.
- Philippe Noëtäres, France: physics.
- Christiane Nusslein-Volhard, Germany: cellular and developmental biology.
- Derek Parfit, Britain: philosophy and theology.
- Joseph Raz, Britain: law.
- Jean Rolland, France: chemistry.
- Dietrich Senn, France: mathematics.
- Bert Sakmann, Germany: cellular and developmental biology.
- Sebastiano Salgado, France: fine arts.
- Albrecht Schönherr, Germany: philosophy and criticism.
- Reinhard Selten, Germany: economics.
- Álvaro Siza, Portugal: fine arts.
- Rashid A. Sunayev, Russia: astronomy and earth sciences.
- Manfredo Tafuri, Italy: fine arts.
- Antoni M. Teixeira, Spain: fine arts.
- James T. Titus, France: mathematics.
- Donald D. Terman, Canada: astronomy and earth sciences.
- Richard Tuck, Britain: political science.
- David Wiggins, Britain: philosophy and theology.

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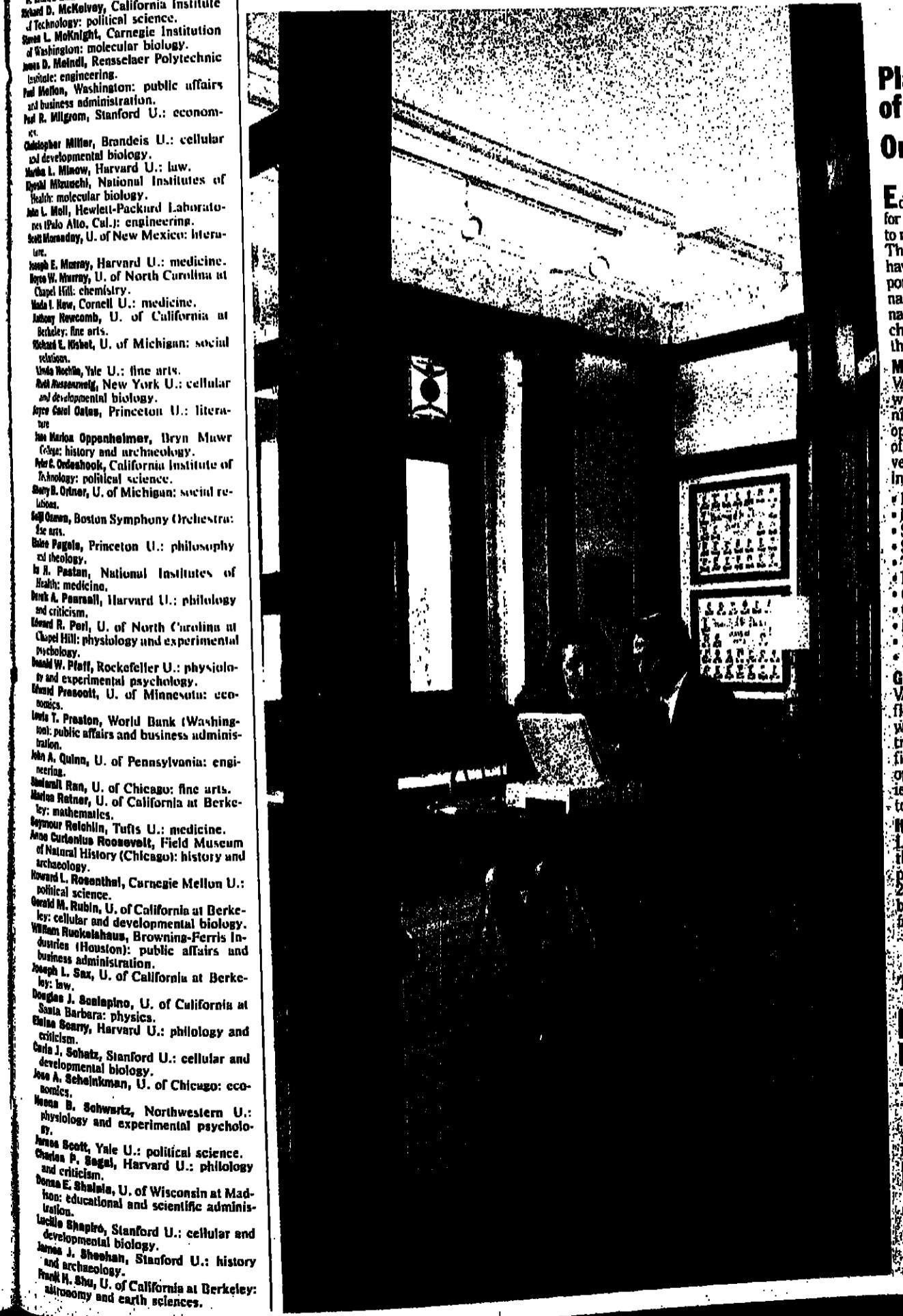
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NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

The Anthropology of Self and Behavior, by Gerald M. Erchak (Rutgers University Press; 210 pages; \$12 hardcover, \$12 paperback). Discusses socialization, gender, sexuality, and other topics in a study of the relationship among culture, the self, and behavior.

COMMUNICATIONS

Expanding Free Expression in the Marketplace: Broadcasting and the Public Forum, by Don Curisi (Quorum Books; 192 pages; \$45). Considers the value of increasing public access to broadcasting.

FELLOWSHIPS, REQUESTS FOR PROPOSALS

ANNENBERG RESEARCH INSTITUTE Post Doctoral Fellowships 1993/94

Application Deadline November 1, 1992

The Institute invites applications from scholars engaged in advanced research in Judaic and Near Eastern Studies, the latter including pre-Christian, Christian, and Islamic history and culture, from ancient to modern times. Any topic within these fields may be proposed. For academic year 1993-94, the main topic of investigation will be:

Law and Spirituality

What relationships exist between law and spirituality as aspects of a religious tradition? To what extent, and how, do these elements define the nature of religious civilizations? How do they determine the relationships within and among cultures, religions, and societies?

Preference will be given to projects relevant to this topic, although others may be considered.

Stipend amounts are based on a Fellow's academic standing and financial need, with a maximum of \$45,000 for the academic year. A contribution may also be made towards travel expenses.

Awards will be announced January 15, 1993.

For application material and further information, write to:

Secretary, Fellowship Program
Annenberg Research Institute
420 Walnut Street
Philadelphia, PA 19106
(telephone) 215-238-1290, (fax) 215-238-1540
(bitnet) ALLEN@ANNENRES

United States Agency for International Development Indo-U.S. Science and Technology Fellowship Program

REQUEST FOR PROPOSALS FOR Scientific/Collaborative Research Opportunities in India, 1993

Opportunities for U.S. scientists to conduct collaborative work with Indian scientists in India will be available in 1993 under the Indo-U.S. Science and Technology Fellowship (STF) Program. Fields of research will include Atmospheric/Environmental Sciences, Biology, Biotechnology, Chemistry, Computer Software, Electronics, Forestry, Geology, Marine Science, Materials Science, Microelectronics, Oceanography, Physics, Solid State Electronics, and Water Resources. Other appropriate scientific fields may also be considered. Applicants must be United States citizens under 40 years of age, who have completed a doctoral degree and maintain an ongoing affiliation with a U.S. institution.

U.S. scientists will receive round-trip air travel from their home institution to the research site in India, a settling-in allowance upon their arrival, and a monthly stipend throughout the period of their research. Research fellowships will be for a duration of 3-12 months.

Applications and proposals must be postmarked no later than August 15, 1992.

For application and proposal guidelines, please contact:

Jeanine M. Daniels
Academy for Educational Development
1255 23rd Street, N.W.
Washington, D.C. 20037
Telephone: (202) 862-1900

Addresses of Publishers

Scholarship

America, and presents original data on growers' backgrounds, motivations, operations, and economic rewards. *Power, Ideology, and the War on Drugs: Nothing Succeeds Like Failure*, by Christina Jacqueline Juhns (Greenwood Press; 224 pages; \$45). Discusses the social costs and political consequences of current U.S. drug-enforcement policies.

ECONOMICS

Contesting Styles of Industrial Reform: China and India in the 1980's, by George Rosen (University of Chicago Press; 168 pages; \$25.95). Focuses on the political economy of the reform process in the two countries.

Costs and Productivity in Automobile Production: The Challenge of Japanese Efficiency, by Melvyn A. Fuss and Leonard Waverman (Cambridge University Press; 240 pages; \$44.95). Identifies factors contributing to the comparative cost competitiveness of automobile industries in Canada, Germany, and the United States from 1961 to 1984.

The Economics of Intergovernmental Competition: Price and Nonprice Rivalry, by Robert E. Kuenne (Blackwell Publishers; 512 pages; \$74.95). Proposes an alternative to game-theoretic analyses of oligopoly; includes discussion of decision making in the OPEC oil cartel.

Enterpot Capitalism: Foreign Investment and the American Dream in the Twentieth Century, by Charles Geist (Prager Publishers; 184 pages; \$39.95). Traces the history of foreign investment in the United States.

Global Effects of Liberalizing Trade in Farm Products, by Kym Anderson and Rodney Tyers (University of Michigan Press; 284 pages; \$47.50). Presents a model for the analysis of markets for seven agricultural commodity groups.

Industry Regulation and the Performance of the American Economy, by Paul W. MacAvoy (W. W. Norton & Company; 192 pages; \$24.95). Discusses the history and economic effects of industry regulation since the 1887 Act to Regulate Commerce, Investment, Exports, and Uncertainty, by Claran Driver and David Moreton (Blackwell Publishers; 144 pages; \$47.95). Examines the investment behavior of businesses in an uncertain environment.

The New American Community: A Response to the European and Asian Economic Challenge, by Jerry M. Rosenthal (Prager Publishers; 200 pages; \$42.95). Considers the potential benefits of an economic community uniting the countries of the Americas. *Obstacles to the Liberalization of Trade in Insurance,* by Robert Carter and Gerard Dierckx (University of Michigan Press; 208 pages; \$39.50). Discusses efforts by the European Community and the GATT Agreement on Tariffs and Trade to liberalize international trade in insurance services.

Political Economy, Ideology, and the Impact of Economics on the Third World, by Derrick K. Gordon (Prager Publishers; 192 pages; \$39.95). Argues for a renewed focus on political economy in economic theory as a way of making that theory relevant to "real world" problems.

Production Process and Technical Change, by Mario Morroni (Cambridge University Press; 232 pages; \$49.95). Presents an analysis of the organizational, qualitative, and temporal aspects of production, and a model of the effects of technical change on the production process.

Socialism Revised and Modernized: The Case for Pragmatic Market Socialism, by James A. Yunker (Prager Publishers; 360 pages; \$55). Defends the concept of a socialist economy that would duplicate the everyday functions of market capitalist economies while maintaining public ownership of large, established corporations, so that profits could be distributed throughout the entire labor force.

The Socialist System: The Political Economy of Communism, by János Kornai (Princeton University Press; 307 pages; \$49.50 hardcover, \$14.95 paperback). Identifies political and economic factors that contribute to inefficiency under socialism; focuses first on the "classical socialism" of Stalin, Mao, and their followers, then on the "reform socialism" associated with such leaders as Tito, Deng Xiaoping, and Mikhail Gorbachev.

Thorstein Veblen and His Critics, 1881-1963: Conservative, Liberal, and Radical Perspectives, by Rick Tilman (Princeton University Press; 360 pages; \$39.50). Combines a study of the work of the American economist and social critic Veblen (1857-1929), with analysis of his critical reception.

Scholarship

Beauty and Rationalism, by Ernest Gellner (Blackwell Publishers; 208 pages; \$44.95 hardcover, \$17.95 paperback). Examines historical, philosophical, and sociological debate about the nature and value of reason.

The Role of the Americas in History, by Leopoldo Zea, edited by Amy A. Ollman (Rowman & Littlefield; 250 pages; \$49 hardcover, \$21 paperback). First English translation of the Mexican scholar's 1951 study of the relationship between the history of the Americas and world history in general.

A Different Sort of Time: The Life of Jerome K. Jerome, Soldier, Entrepreneur, An Artist, and Author, by Jack S. Goldstein (MIT Press; 373 pages; \$35). Describes the American physicist's minor role in science policy and science-education reform in the post-World War II era.

Science as Public Culture: Chemistry and Enlightenment in Britain, 1760-1820, by Jon Golombok (Cambridge University Press; 330 pages; \$54.95).

Shows major developments in chemistry during the period in the context of the rise and decline of the civic life of the Enlightenment; scientists discussed include William Cullen, Joseph Black, Joseph Priestley, and Thomas Beddoes.

The Fox, the Captain's Doll, The Ladybird, by D. H. Lawrence, edited by Dieter Mehl (Cambridge University Press; 336 pages; \$89.95). Edition of three novellas by the English writer.

The Home Plot: Women, Willing, and Domestic Ritual, by Ana Rominé (University of Massachusetts Press; 336 pages; \$45 hardcover, \$15.95 paperback).

Shows how the practice and traditions of housekeeping have influenced content and tone in works by Harriet Beecher Stowe, Sarah Orne Jewett, Mary Wilkins Freeman, Willa Cather, and Edna Ferber.

HISTORY

Albert Einstein, Mileva Marić: The Love Team, edited by Jürgen Renn and Robert Schulmann, translated by Steven Smith (Princeton University Press; 160 pages; \$14.95). Edition of 54

letters from Einstein to his first wife, Mileva, the writings, which date from their courtship and early marriage, discuss the illegitimate birth of their daughter, whose existence is known only by this correspondence.

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LITERATURE

Arguments of Augustan Wit, by John Sitter (Cambridge University Press; 200 pages; \$44.95). Examines the intellectual significance of wit in the work of such English writers as John Dryden, John Gay, and Matthew Prior.

Joyce and Wagner: A Study of Influence, by Timothy Martin (Cambridge University Press; 300 pages; \$44.95). Documents Joyce's exposure to Wagner's operas, and allusions to the German composer in the Irish writer's texts.

Last Letters: The Culture Wars of Mike Gold and Joseph Freeman, by James

to "heroicize" outlaw, rebel, or minor figures who cast blame on society; texts discussed include classical Latin satires, works by Didot, Dostoevsky, and Celine, and the courtroom testimony of Charles Manson.

Forbidden Journeys: Fairy Tales and Fantasies by Victorian Women Writers, edited by Nina Auerbach and U. C. Knoepfli (University of Chicago Press; 374 pages; \$35). Describes the American physicist's minor role in science policy and science-education reform in the post-World War II era.

Music in Renaissance Lyons, by Frank Dubbins (Oxford University Press; 440 pages; \$65). Discusses music and the wider social, political, economic, intellectual, and religious life in the French city at a time when it was a leading European commercial and cultural center.

D. Bloom (Columbia University Press, 160 pages; \$17.50). A study of two prominent American "proletariat" writers—Mike Gold, best known for his 1930 autobiographical novel, *Java Without Money*, and Joseph Freeman, best known for his 1936 autobiography, *Java Without Money*.

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Philosophy

Belief and Meaning: The Unity and Locality of Mental Content, by Akio Bilgrami (Blackwell Publishers; 320 pages; \$54.95). Defends a theory of intentionality that is both Fregean and Kantian in its view of the relation between the mind and the external world.

The Concept of Time, by Martin Heidegger, translated by William McNeill (Blackwell Publishers; 120 pages; \$34.95 hardcover, \$14.95 paperback).

Translation of the reconstructed text of a lecture delivered by the German philosopher to the Münburg Theological Society in 1924.

MUSIC

The Family Letters of Richard Wagner,

translated by William Ashton Ellis, edited by John Deardorff (University of Michigan Press; 432 pages; \$55). Expanded edition of Ellis's 1911 translation of Carl Friedrich Glassmann's 1907 collection of Wagner's letters; includes previously unpublished items as well as restoration of passages suppressed in the Glassmann edition.

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Continued on Following Page

FELLOWSHIPS, PRIZES

W.K. KELLOGG FOUNDATION

An Invitation to Leadership

The Kellogg National Fellowship Program can help make the most of your personal leadership potential. As a KNFP Fellow, you'll develop broad leadership through experiential activities, learn new skills and competencies, explore human and social problems, and exchange ideas with other professionals. As a result, you'll become a leader more capable of the vision and action necessary in today's complex world.

Up to 50 Fellows with leadership potential will be chosen for the three-year program. Activities include Foundation-sponsored seminars, where Fellows explore domestic and global issues that threaten organizations and communities. Additionally, Fellows are awarded up to \$35,000 each to carry out non-degree projects that take them beyond the confines of their profession.

REMINDER

National Writing Competition Involving Case Methods in Teacher Education

With initial support from Allyn and Bacon Publishers, the American Association of Colleges for Teacher Education, the Association of Teacher Educators, the Curry School of Education, and the National Education Association, the Commonwealth Center for the Education of Teachers—a Partnership between the University of Virginia and James Madison University—is sponsoring a case-writing competition for people interested in teacher education curriculum.

The deadline for submission of manuscripts is June 15, 1992. Each winning submission will be awarded a cash prize of \$500. Winning manuscripts will be published by Allyn and Bacon together in a volume and will be made available to the teacher education community.

For more information please write or call:

Robert McNerney
Commonwealth Center for the Education of Teachers
276 Ruffner Hall
University of Virginia
Charlottesville, VA 22903
(804) 924-6681

KELLOGG NATIONAL FELLOWSHIP PROGRAM

Applications for KNFP Group XIII are now available. Completed applications will be accepted between August 1, 1992, and December 15, 1992.

Kellogg National Fellowship Program
W.K. Kellogg Foundation
One Michigan Avenue East
Battle Creek, Michigan 49017-4058

For applications or more information call:
1-800-367-3465 (24 hours)

NEW SCHOLARLY BOOKS

Continued From Previous Page

Descartes' Metaphysical Physics, by Daniel Garber (University of Chicago Press; 390 pages; \$50 hardcover, \$22.95 paperback). Focuses on the French philosopher's concepts of matter and motion.

Necessity: The Logic of Relevance and Necessity, Volume II, by Alan Ross Anderson, Nuel D. Belnap, Jr., and J. Michael Dunn (Princeton University Press; 784 pages; \$75). The second and final volume in a study of "relevance logic."

A History of Buddhist Philosophy: Continguous and Discontinuous, by David J. Kalupahana (University of Hawaii Press; 300 pages; \$36 hardcover, \$14.95 paperback). Describes tensions between absolutist and anti-absolutist schools of Buddhist thought.

The Intellectual Virtues and the Life of the Mind: On the Place of the Virtues in Contemporary Epistemology, by Jonathan I. Katzav (Rowman & Littlefield; 180 pages; \$39.50).

Virtues: Political Writings, edited by Anthony Pugden, translated by Jeremy Lawrence (Cambridge University Press; 350 pages; \$59.95 hardcover, \$18.95 paperback). Includes previously untranslated works by the Spanish Thomist philosopher Francisco de Vitoria (1480-1546).

POLITICAL SCIENCE

Algerian Reflections on Arab Causes, by Ali El-Kenzi, translated by Robert W. Shuy (Center for Middle Eastern Studies, distributed by University of Texas Press; 116 pages; \$8.95). Translation of an Algerian social scientist's essays on such topics as the rise of Islamic political parties.

Related Feudalism: Labor, the Law, and Liberal Development in the United States, by Karen Orren (Cambridge University Press; 260 pages; \$49.50 hardcover, \$15.94 paperback). Identifies vestiges of feudal social structures in the American founders' concepts of the relationship between master and servant.

Empowerment: The Politics of Alternative Development, by John Friedman (Blackwell Publishers; 256 pages; \$44.95 hardcover, \$19.95 paperback). Argues that development policies should go beyond problems of material poverty to encompass issues of political, social, and psychological powerlessness.

Expanding the Frontiers: Superpower Intervention in the Cold War, by Karel A. Feste (Praeger Publishers; 216 pages; \$45). Analyzes patterns of U.S. and Soviet intervention in domestic conflicts around the world.

George F. Kennan and the Making of American Foreign Policy, 1947-1980, by Wilson D. Miscamble (Princeton University Press; 432 pages; \$35). Describes the American diplomat's activities and influence as head of the State Department's Policy Planning Staff during the Truman Administration.

How Policies Change: The Japanese Government and the Aging Society, by John Creighton Campbell (Princeton University Press; 420 pages; \$39.50). Traces the development of Japan's elaborate system of pension, health-care, employment, and social-service programs for older people.

Morality and American Foreign Policy: The Role of Ethics in International Affairs, by Robert W. McElroy (Princeton University Press; 216 pages; \$34.95). Focuses on U.S. aid to the Soviet Union during the families of 1921. U.S. bombing of Dresden in World War II, President Nixon's policy shift on biochemical weapons production in 1969, and the start of the Panama Canal Treaty in 1978.

The Native Son Presidential Candidates: The Carter Vote in Georgia, by Hans Walton, Jr. (Praeger Publishers; 224 pages; \$42.95). Discusses electoral support for Jimmy Carter in state and national elections in Georgia, and considers his post-Presidential role in the 1984 Reagan-Mondale contest.

Political Participation and Democracy in Britain, by Corinna Purdy, George Moyer, and Neil Day (Cambridge University Press; 504 pages; \$84.95 hardcover, \$34.95 paperback). Examines levels and patterns of political participation in Britain; based on a survey of nearly 3,000 people.

The Soviet Administrative Elite, by Kenneth C. Farmer (Praeger Publishers; 320 pages; \$49.95). Analyzes the composition of the Soviet political elite from 1917 to 1990; draws on biographical and career data on more than 1,500 high-level leaders.

ers how psychotherapy can promote that quality in an individual.

POPULAR CULTURE

Carnival Culture: The Trashing of Taste in America, by James H. Twitchell (Columbia University Press; 320 pages; \$24.95). Shows how changes in publishing, film making, and television programming since the 1960s have affected cultural judgments about what is vulgar.

PSYCHOLOGY

Final Solutions: Biology, Prejudice, and Genocide, by Richard M. Lerner (Pennsylvania State University Press; 253 pages; \$14.95). Presents an alternative to biological determinism and cultural determinism as frameworks for the understanding of behavior.

Integrity In Depth, by John Beebe (Texas A&M University Press; 174 pages; \$19.50). Considers psychological, theological, philosophical, and other perspectives on integrity, and considers

and internal textual inconsistency of the Bible.

PUBLIC POLICY

Scientific Literacy and Environmental Policy: The Missing Prerequisite for Sound Decision Making, by Dorothy J. Howell (Oxford Books; 200 pages; \$45). Argues that environmental policy makers respond more to special interests than to the realities of scientific innovation.

SOCIOLOGY

Adoption, Race, and Identity: From Infancy Through Adolescence, by Rita J. Simon and Howard Altein (Praeger Publishers; 240 pages; \$45). Examines racial identity and social integration among non-white children adopted by white parents; drawn on a longitudinal study that began in 1971.

Global Development: Post-Material Values and Social Praxes, by Brij Mohan (Praeger Publishers; 152 pages; \$39.95). Includes a comparative analysis of social development in Germany, India, and the United States.

Power at Play: Sports and the Problem of Masculinity, by Michael A. Messner (Beacon Press; 240 pages; \$23). Examines the relationship between sports and masculine identity in the lives of 30 male former athletes.

THEATER

The Jamaican Stage, 1685-1900: Profile of a Colonial Theatre, by Errol Hill

(University of Massachusetts Press; 360 pages; \$30). A combined study of the festivals, rituals, and other performance forms of the black masses.

The New Woman and Her Sisters: Females and Theatre, 1850-1914, edited by Vivien Gardner and Susan Rutter (University of Michigan Press; 264 pages; \$39.50). Includes essays on representations of the "New Woman" in British theater, cinema, film, and other forms of spectacle.

Richard's Himself Again: A Stage History, by Scott Colby (Greenwood Press; 296 pages; \$39.95). Analyzes interpretations of the role in major English and American productions of the play since the 1690's.

A Stage of Their Own: Feminist Playwrights of the Suffrage Era, by Sheri Stowell (University of Michigan Press; 176 pages; \$34.50). Discusses portraits of the suffragist cause in works such American and British playwrights as Elizabeth Baker, Cicily Hamilton, and Elizabeth Robins.

Scholarly

Personal & Professional

Professor Did Not Adequately Attribute Material in Book, History Group Says

Association stops short of a finding of plagiarism

By DENISE K. MAGNER

WASHINGTON

In an eagerly awaited action, the American Historical Association has found that Stephen B. Oates failed to adequately attribute material he used in his highly popular biography of Abraham Lincoln.

A few years ago, Mr. Oates and

Mr. Zemsky—directors,

respectively, of the Stanford

Institute for Higher Education

Research and the Institute for

Research on Higher Education at the

University of Pennsylvania—

wielded the phrase "academic niche!" to explain why faculty

devoted to undergraduate

instruction seemed to be dropping

on many campuses. They theorized

that faculty members expect

uniform treatment in the setting of

workloads: When a few professors

gain more time for research or other

non-instructional activities, there

develops an "irresistible pressure to

lower the average load."

Indeed, early findings from the

study indicate that faculty members

generally prefer small classes to big

ones. But the study of 121

departments also suggests that

professors become uncomfortable

with small classes if they sense that

someone is keeping an eye on size.

The catch is, no one may be

watching. Discussing the study at a

recent seminar, Mr. Zemsky said

deans at the six institutions were

looking less closely at class size and

teaching loads. What is occurring,

said Mr. Zemsky, is an "inherent

derogation" that makes it difficult

to determine how professors

actually spend their time. "The

departments didn't even meet to

discuss who taught what," Mr.

Zemsky told the seminar.

A new academic head-

bunting firm figures that retired

college presidents know best

how to pick new college

presidents.

That's why the firm, Walt

Montgomery Academic Search

Consultants International, has

hired some two dozen former

presidents and deans as consultants

to colleges searching for top

administrators.

Mr. Montgomery, chairman of

the Huntington, Tenn., firm, has

been in the executive-search

business for the agriculture industry

for more than 20 years, and has

always relied on the expertise of

retired executives. He's convinced

higher education can use a head

hunter with his kind of philosophy.

"This utilization of retired people

has been very successful for us,"

he says.

Among the retired presidents

who have signed on: William Lavery

of Virginia Polytechnic Institute

and State University, Wayne Reitz of

the University of Florida, and

Orville G. Bentley of the University

of Illinois.

If academic administrators are serious about wanting to hold the apparently steady decline of faculty teaching loads, they may have to pay more attention to what's going on in the classroom.

That is one interpretation of the

experience of two researchers,

William F. Massy and Robert

Zemsky, in a continuing study of

departmental activities at four

private liberal-arts colleges and two

private universities.

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History Group Says Professor Gave Inadequate Credit

Continued From Previous Page

AIA of conducting a "witch hunt" and calling his accusers "sleazy." A panel of some of the nation's best-known Lincoln scholars exonerated him in a public statement, but several later withdrew their names from it. Other professors blasted the Lincoln scholars for jumping the gun and accused them of trying to make the five "whistleblowers" look foolish.

Additional Complaints Filed

It all began in 1990, when Robert Bray, a professor of American literature at Illinois Wesleyan University, presented a paper at a history symposium that made the first allegations of plagiarism against Mr. Oates. Mr. Bray wrote that Mr. Oates "has freely used Thomas's information, his language and even his narrative structure at many points in *With Malice Toward None*."

Mr. Bray said in an interview that he had "taken a lot of heat" for making the charges, but now felt vindicated. "The central claim of my essay was that Oates's treatment of Lincoln's early life was in fact derivative from Thomas," he said. "It sounds as if the AIA and I have come to essentially the same conclusion, although they call it something else."

After Mr. Bray's paper was submitted to the AIA, additional complaints were filed. Mr. Oates was also accused of plagiarism in the writing of his biographies of the Rev. Martin Luther King, Jr., and William Faulkner. Besides Mr. Bray, Mr. Davis, and Mr. Burlingame, the other complainants were Laurin A. Wollan, Jr., associate professor of criminology at Florida State University, and Alexander P. MacGregor, associate professor of classics at the University of Illinois at Chicago.

The association did not reach any finding on the other two books.

Mr. Burlingame of Connecticut College said last week that he might resile his complaint and ask the AIA to review further the allegations about the Faulkner and King books.

Supporters Speak Out

Criticized by some scholars, Mr. Oates has been supported by others. In November a group of administrators and professors at the University of Massachusetts at Amherst announced it had reviewed the allegations and found them groundless. Said Robert E. Jones, chairman of the history department: "There are only so many ways you can talk about Lincoln's

early life without saying something that has been said before: How many ways can you say that Abe Lincoln was born in a log cabin in Kentucky?"

In April 1991, 23 Lincoln scholars and Civil War historians issued a joint statement on Mr. Oates's behalf. "We find no evidence of the appropriation of either the ideas or the language of other scholars without attribution—the only legitimate test of plagiarism."

Since then, several of the signers have backed off. C. Vann Woodward, an emeritus professor of history at Yale University, initially signed it. But after receiving additional evidence, he said, he notified the AIA that the allegations merited an inquiry. He said the allegations

Personal & Professional

tions involving Mr. Oates's books on King and Faulkner were what "convinced me this needed to be investigated."

Mr. Woodward called the charges "serious" and said they might lead some academics to reconsider using Mr. Oates's book on Lincoln.

Other signers have continued to support Mr. Oates. One of them is David Herbert Donald, an emeritus professor of American history at Harvard University. In defending Mr. Oates, Mr. Donald said he was "troubled" by the anonymity of the three scholars who had assisted in the AIA review. "These people may be highly reputable and indeed great world authorities, but we have no way of knowing."

He said the allegations merit an inquiry. He said the allegations

FACULTY NOTES

- Professor accused of harassment to be allowed to teach again
- 2 officials ordered to pay professor who was denied tenure
- 17 professors file class-action lawsuit over salary levels

A professor at the University of Washington who was suspended from teaching after being accused of sexual harassment will be permitted to return to the classroom.

The association's Statement on Standards of Professional Conduct defines plagiarism as the "appropriation of another author's findings, interpretation, or text, presented thereafter as one's own creation without proper attribution to its actual source."

The association historically has not publicly released its findings on plagiarism complaints, and officials would not comment on Mr. Oates's case.

3 'Recognized Experts'

A copy of the AIA document obtained by *The Chronicle* said the association's governing council, in reaching its decision, had been advised by three "recognized experts" who reviewed the books and the allegations. It did not name the scholars, but called them ex-

perienced of being falsely accused and had made him uncertain about his role as a teacher, for which he previously had received recognition at the university. He said he would take steps to protect himself against any further accusations. "I certainly will not be asking any students into my office to discuss lessons," he said.

—PETER MONAGHAN

The former president of Tarleton State University and a current vice-president have been ordered to pay \$155,600 to a former professor who sued the institution after he was denied tenure.

A state district-court jury decided that former president Burry B. Thompson had acted without a "rational academic basis" when he denied tenure to Randy E. Rosiere in 1988. The jury also found that Mr. Thompson and Johnny Johnson, vice-president for student services, had acted with malice.

The college has not yet responded to the lawsuit.

—P.M.

NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Abstracts of Literature in Self-Directed Learning, 1989-1994, by Gary J. Confessore and Huey B. Long (Oklahoma Research Center for Continuing Professional and Higher Education, 6000 200 McCarter Hall, University of Oklahoma, Norman, Okla. 73072; 264 pages; \$19.95). Also available are *Abstracts of Literature in Self-Directed Learning, 1986-1982*, by Huey B. Long and Gary J. Confessore (168 pages; \$19.95), and *Self-Directed Learning Dissertation Abstracts, 1986-1991*, by Huey B. Long and Terrence R. Redding (326 pages; \$19.95); the three volumes are also available as a set for \$47.85.

Responding to Whistleblowers: An Analysis of Whistleblower Protection Act and Their Consequences, by Acta and Philip Burling and Kathryn A. Matthews (National Association of College and University Attorneys, One Dupont Circle, Suite 620, Washington, D.C. 20036; 28 pages; \$6.50 prepaid). Includes discussion of practical strategies to avoid claims of retaliation from whistleblowers employees, and to minimize potential liabilities should such employees file suit.

Seventeen professors at Metropolitan State College have filed a class-action lawsuit against the institution and the Colorado Commission on Higher Education, claiming that they

SPECIAL REPORT
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Get an insider's view of the current issues surrounding African, Hispanic, Native and Asian American participation in graduate and professional education. This 13-page report includes:

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- The GMAT, MCAT, and SAT: Use and Abuse of Standardized Testing in Higher Education
- Never Too Late: Further the Seeds for Seeking a Graduate Degree: How Early Is Too Early?
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(201) 352-1859

KATHERINE S. MANGAN

Mr. Allan appealed the Faculty Adjudication Committee, which ruled unanimously that Ms. Ard had not proved her charges. Mr. Thorud, the forestry dean, appealed to Mr. Gerberding to uphold his firing of Mr. Allan. The president first accepted the faculty committee's finding but then asked that the case be reopened after fresh misconduct allegations were made against Mr. Allan. Later those charges also were dismissed, and the forestry dean again appealed.

Mr. Gerberding ruled last month that he did not have grounds to overturn the faculty committee's ruling. Washington's faculty code provides that the president may overturn such a decision only if he finds it was arbitrary, unsupported by evidence, or the result of improper procedures. Mr. Gerberding said the matter was now closed.

The convoluted case has led to other legal actions. In June 1991 the university reached a financial settlement with Ms. Ard for \$125,000 plus lawyers' fees. She had claimed in a lawsuit that university officials knew of, but did not stop, the alleged harassment even before she had complained formally.

Mr. Allan, meanwhile, will return to teaching in the fall. He said that fighting to clear his name had cost him his life savings, and that

students' response. "The students had to be lured or driven to the computer lab," Mr. Sardella says.

"Technology has a lot of potential, but we decided to just call this first year an experiment," he says.

Mr. McFadden remains optimistic that the new approach will increase interest in advanced chemistry. He points to this year's revival of the department's chemistry club as evidence.

"We revitalized our chemistry club, which had been dormant for years," he says. "We've had meetings with 25 and 30 young people there. I think they have a feeling of identifying with the department."

\$31-Million Center

The chemistry department decided to computerize about five years ago, when Boston College agreed to build a \$31-million chemistry center to house the graduate and undergraduate programs. The department's 18 faculty members, who helped design the facility, concluded then that today's undergraduates must be taught the same computer-based techniques that are used in advanced research in academe, industry, and government.

"It was clear that computers are part of

Continued on Following Page

Information Technology

Chemistry Professors Try Technology to Lure Students Into Advanced Study

Boston College uses electronic classrooms and computer-controlled instruments



David L. McFadden, head of the chemistry department at Boston College: "Freshmen shouldn't have to write data and plot graphs by hand when a computer can do it by pushing a button."

JOHN HUNTER/MITCHELL FOR THE CHRONICLE

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However, incorporating technology into the chemistry program has been more complex than some faculty members expected.

"There was not enough time to think about how to integrate computers into courses," says Dennis Sardella, director of undergraduate studies. "And there was no good software for difficult topics, such as chemical structure."

The greatest surprise, perhaps, was the

"There was not enough time to think about how to integrate computers into courses. And there was no good software for difficult topics, such as chemical structure."

"In chemistry, all the more sophisticated instruments are controlled by comput-

Using Technology to Lure Students Into Chemistry

Continued From Preceding Page
the future in teaching chemistry," Mr. McFadden says.

Boston College's chemistry program has about 950 undergraduates. Most are taking the subject to satisfy general-education requirements or prerequisites for majors in such fields as biology, nursing, and pre-med. About 415 of the undergraduates are freshmen. Fewer than 20 of those are chemistry majors.

Computer-Based Experiments

In the new chemistry center, freshmen take their lab courses in a facility equipped with 10 Apple Macintosh machines. Students conduct their experiments at special benches with instruments connected to computers. The computers analyze data and display them on a screen.

This year students performed just two computer-based experiments, one to determine the degree of acidity or alkalinity. Lynne O'Connell, director of undergraduate laboratories, says a third experiment—for amount of light absorption—should be ready sometime next year.

For the temperature experiment, Ms. O'Connell explains, students measure the amount of heat released when an acid is neutralized with a base. Students have two cups with different solutions—one acid and one base. They put a temperature probe, attached by cable to a computer, into one cup and pour in the solution from the other cup. The reaction appears on the

computer screen as a graph, with a line that moves from the lower left-hand corner to the upper right-hand corner.

Using a similar procedure, students measure the change in pH as an acid is neutralized with a base. Again, the reaction appears as a graph on the computer screen.

"Students work in the general-chemistry lab," Mr. McFadden says. "Then they go to the computer lab, where they use word processors to write reports with graphs. They are learning to do the professional reports they will need to do in professional labs."

Advanced Graphics Program

The chemistry faculty deliberately put a Macintosh equipped with an advanced graphics program in the instruction lab. The visualization program is designed for researchers who want to create molecules and see what they look like before making them in the laboratory.

"The students like that," he says.

The computers are linked to each other on a network and to two 25-inch wall-mounted video monitors. The network lets professors perform a demonstration at one lab bench and display the experiment on the monitor for the entire class to see.

A Lasting Impression'

A computer-instruction laboratory equipped with 16 IBM personal computers and six Macs introduces students to chemical reactions they would not otherwise see. Using interactive videodisks, students can simulate experiments that are either too hazardous or too expensive to undertake in the chemistry lab.

For example, says Evan R. Kantrowitz, a biochemistry professor, students may choose different elements and see what happens when they are combined. "With some elements, when you mix A with B, you get an explosion," he says. "Sodium in water burns and may explode, depending on the size of the piece. Students see things you can just tell them about."

He continues: "We have to learn by using technology what parts are good for us and what parts aren't. This year, when we assigned students to do lessons in the instruction lab, we found that the first five lessons took one hour and the second five took three hours. We had to learn how much time each lesson took. Now we know."

Extra Points for Lab Work

When students refused to use the computer-instruction laboratory, faculty members tried bribes.

"For a while we told students, 'If you complete all the lessons, you will get two extra points.' Medical students are exquisitely sensitive to that," Mr. Sardella says. "But we decided that was not the best way to get them into the lab, so we stopped. Use of the lab dropped off."

Udayan Mohanty, an associate professor of theoretical chemistry, speculates that students need additional incentives. "Students look on the computer as a help, not as part of the class," he says. "It has to be integrated into the curriculum, and a course has to be upped from three to four credits. Students think the computer lab is too much work unless they get more credit for it."

Actually, says Mr. Mohanty, he isn't sure how much time students should spend with computers. "There has to be a balance between computers and real experience in the lab and the lectures," he says. "Students' feeling for numbers and for chemistry is very small, so they need lots of hands-on training. Computers can't do that."

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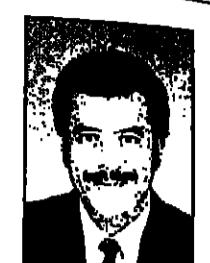
in class but can't demonstrate. That leaves a lasting impression."

Faculty members are also using the instruction lab to teach students how to write professional reports.

"Students work in the general-chemistry lab," Mr. McFadden says. "Then they go to the computer lab, where they use word processors to write reports with graphs. They are learning to do the professional reports they will need to do in professional labs."

The Learning Society: All Chalk—No Action

By Bernard R. Gifford, Ph.D.
Apple Computer, Inc.



It's funny how a piece of historical trivia can spark dialogue about serious subjects.

For example, the blackboard was first used by a teacher in 1823 at Bowdoin College in Maine. Fifteen years ago, Arthur Levine slipped this fact into his *Handbook on Undergraduate Curriculum*. Ernest Boyer was obviously taken with this bit of lore. He cited Levine's claim in his 1987 book, *College: The Undergraduate Experience in America*. Boyer calls the introduction of the blackboard a "sign of the times"—and not a good sign, at that—associated with enlarged college classes, the rise of the lecture course, and the decline of oral recitation and disputation as the central strategies for college instruction.

The chemistry faculty deliberately put a Macintosh equipped with an advanced graphics program in the instruction lab. The visualization program is designed for researchers who want to create molecules and see what they look like before making them in the laboratory.

More recently, Peter D. Relic, president of the National Association of Independent Schools, reported this famous "first" once again, citing both Boyer and Levine. He used it to begin a commentary in *Education Week* (October 2, 1991) titled "Back to the Blackboard."

The first screeching of chalk on an oversized slate board was a truly historic moment, Relic suggests, because, "In the 1991 version of the American education revolution, a true test of success will be how well teachers learn to use the blackboard, whatever its color."

I've read many attacks on educational technology, but Relic is unique. He never mentions the computer; instead, he elevates the blackboard to an oddly lofty status.

The teacher who writes on the board is thinking about communicating with children," he tells us. Well, maybe she is, and maybe she isn't. Just as the teacher who uses the computer may or may not be racking her brains about how to get through to disengaged youngsters.

Relic is right when he says that creative, confident teachers, well schooled in content areas as well as pedagogy, are the key to better education. He's right when he says (quoting Ed Meade) that technology is most useful as a resource to teachers. But he's dead wrong when he argues that the blackboard—a relic of the early nineteenth century—is the tool of choice for preparing students for the twenty-first century.

Of course a great teacher can do great things with a piece of chalk. But in most cases, chalkboard notations have to be aimed at the "average" student. Students who work more slowly, and those who are less visual, may still be struggling to make sense of those notes as they are erased to make way for new material. Meanwhile, those who work faster are doodling in their notebooks.

And all the chalk in the world won't help a teacher animate a biochemical reaction, or re-create the multisensory experience of a ritual gift exchange in New Guinea. In these contexts, the blackboard is all chalk, no action.

My point is not to erase the blackboard from American education. Certainly it has its place. Rather, I want to send this message: As we debate the value of computers in the classroom, let's not get polarized. No educational technologist will deny that creative, well-prepared teachers are the key to more effective instruction.

But we must be realistic about the setting in which most teachers now work. As budgets are slashed at every level, from primary to graduate schools, classes are growing and workloads are becoming impossible. Teachers everywhere are more eager than ever to make the best possible use of their time, and to use every available resource to meet their students' needs.

The multimedia programs now available are wonderful resources for teachers. Here's a case in point: Dr. C. Carl Jaffe, a professor of diagnostic radiology at Yale University's medical school, was frustrated about the amount of time he was spending teaching each new resident how to interpret ultrasound images of ailing hearts.

"My time was very inefficiently used because I repeated myself every month," Dr. Jaffe complained.

So he worked with a Yale programmer to create a multimedia application for the Apple Macintosh computer. New residents now work independently at the computer, at their own convenience. They click the computer's mouse to select a particular diagnosis and see a video clip showing how the heart of a person with that disease would appear on the ultrasound machine. By clicking a stethoscope symbol on the computer display, residents can also hear the recorded heartbeat associated with that particular condition. Then, a test built into the application asks residents to make diagnoses based on unidentified video clips.

"Now, when new residents arrive," says Dr. Jaffe, "I tell them to use the computer program and come back to me when they talk my language."

Very soon, new learning systems will enable students to work at their own pace and get feedback exactly when they need it. Thanks to advances in digitized video available on networks, a student trying to work out a genetics problem will be able to summon immediate help in the form of a brief video presentation. I call this "just-in-time coaching." And in some cases, that two or three minutes of on-screen coaching may very well feature a great teacher going through the problem at—you guessed it—a blackboard!

Information Technology

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Intellectual Isolation; Bush's Presidency; a Writer's Chief Enemy; Neglected Youth

AT THE DECADES of rapid expansion, universities find themselves with educational and research programs that have grown by accretion, almost always overreaching available resources. Now, when difficult choices and pruning of programs are necessary, the collegial community of scholars finds itself in disarray largely because of the growth and specialization of scholarship and the competitive funding system. The excessive separation of disciplines has been stabilized and perpetuated by external professional societies. Teaching has been devolved in comparison to research, further dividing the faculty.

Thus, educational and financial decisions are being made with ever increasing difficulty in more of an adversarial than a collegial framework.

We hear much these days of how ideas of political correctness distort debates on campus and threaten the heart of the university. . . . Issues such as political correctness seem to me much less threatening to the future of the university than the intellectual isolation of its scholars, the separation of the humanities from the sciences, and even of one science from another. Add to these concerns tensions between graduate and undergraduate education, as well as between scholarly isolation and responsiveness to the external community, and one has the basis of a fundamental challenge to the modern university.

—Samuel O. Thier, president of Brandeis University, in his inaugural address

¶

BUSH . . . committed his presidency to a method of seeking legislation that disdains public debate over important policy ends, relying instead on private meetings aimed at producing a Washington consensus. One problem with this method of governing is that, in the absence of a clearly defined public position, presidencies tend to resort to strategies of finesse that seldom lead to satisfying results, whether for the president, the political "process," or the nation. . . .

The most important domestic policy issue facing the country remains: How much taxation and how much government do we as a people really want? And, relatedly, which government policies best contribute to economic growth? . . . The nation could use the leadership of a president who does not score politics in the best sense of that word but is willing to fully use the office he holds by framing rational terms of debate.

—Terry Eastland, resident fellow at the Ethics and Public Policy Center, in the spring issue of Policy Review

¶

ONE of the hardest lessons for graduate students in creative writing is to learn that their chief enemy, their chief obstacle, their chief problem, is themselves. Asked for advice by someone who described himself as "a struggling writer," Isaac Bashevis Singer packed his response into two trenchant

words: "Stop struggling." Learning how to work from within yourself, without worrying about what you will encounter, is painfully difficult. It is also crucially important.

The difficulty can, I think, be summed up in one word: fear. Writers who have not yet found themselves, found their voices, found their subjects and their true stances, are usually writers who are afraid of what they will find. There is thus a special kind of vulnerability to the writer, as of course there is to all artists. In order to be open to themselves, in order not to be afraid of whatever boils and bubbles up from within, they have to keep themselves aware of and accessible to every kind of thought and emotion. To block anything may be to block everything, so it all has to be allowed.

This is easy enough to say, but hard, and usually painful, to accomplish. No one can do it all the time; only the strongest can keep it up through all the long years of a full artistic life.

—Burton Raffel, professor of humanities at the University of Southwestern Louisiana, in *Artists All: Creativity, the University, and the World*, published by the Pennsylvania State University Press

¶

WE TALK TOO MUCH these days about youth being our nation's future, and about the tragic and costly consequences, both social and economic, if we do not nurture, train, and teach them better.

But it's one thing to talk about these issues in the abstract, another to commit ourselves to sustained efforts to help the young black woman with no formal skills languishing in a group home because her family has disappeared into the nightmare world of rock cocaine, or the poor-white kid who has been brought to the Hall [a public juvenile facility] after poaching his brain with gasoline fumes and who is desperately afraid he won't be able to handle his drug problem by himself on the "outs" . . .

That we do not seriously address these needs reflects, in part, the dismal predictability of fiscal starvation of public agencies in general and youth services in particular. But beyond that, the systematic neglect of the kids inside betrays our pervasive belief that most of them are undeserving or expendable or both.

"They can keep getting you in here where they don't have to deal with you," Nick says, and he cannot be altogether wrong. There is a part of our national psyche that would rather put a boy in prison for not going to school than make a serious effort to teach him how to spell.

—Elliott Currie, research associate at the Institute for the Study of Social Change and lecturer in the legal-studies program at the University of California at Berkeley, in *Dope and Trouble: Portraits of Delinquent Youth*, published by Pantheon Books

Scholarly Articles Should Be Treated as Valuable Property

Continued From Previous Page

and disagreements about fair use that sometimes are resolved only in court, everyone in higher education must understand how these commercial arrangements work and how they might be changed to strengthen scholarly communication.

Universities and government agencies that support university research pay investigators to create new knowledge. The resulting intellectual property that takes the form of new products is patented by universities. Universities regard their ownership rights in those patents as essential to assuring that benefits of the new knowledge are returned to the public, to the researcher, and to the university itself.

Most of the rest of the intellectual property that researchers "create" at universities can be copyrighted by the institutions as work done for hire, but this is rarely done. Explicitly or implicitly, universities allow researchers to make any use they wish of their work. Scholars routinely use that freedom to give their copyrights

"The power of publishers to skew library spending threatens the entire system of scholarly communication."

OPINION

large profits, expand existing journals, take over the publication of not-for-profit journals, and create new publications. These publishers have established near-monopolies on publications in some disciplines.

The result for academic libraries in the United States has been years of double-digit cost increases for a small number of high-prestige journals. Those subscriptions now eat up a large part of libraries' budgets, eroding spending for other parts of libraries' collections and for other services, such as helping students and faculty members to use electronic information fully and effectively. The power of some publishers to skew library spending threatens the entire system of scholarly communication.

What changes might be made to protect scholarly communication? Some experts believe that research universities should de-emphasize the "quantity" of a scholar's publications when they award tenure or promotions. But a more powerful response lies in the commercial realm: The commercial value of copyrights must be recognized and managed as a university resource. Universities can manage copyrights so as to change marketplace conditions that are unfavorable to scholarly communication.

Those who control copyrights control scholarly communication, as the English

LETTERS TO THE EDITOR

prices for some journals might decrease. Subscription costs for some journals would increase, because fewer libraries would subscribe to them. Some libraries would be able to depend instead on interlibrary loans to obtain journals. The predicted shift in prices—with some rising and others decreasing—would reflect a rationalization of the marketplace.

Some material may not get published—an acceptable, even a welcome, result if no viable market exists for the work.

Of course, universities can continue to insure the publication of worthy material by subsidizing university presses. Universities might even funnel more money into their presses if the money their libraries now pay to commercial publishers could be redirected to university-published scholarly journals.

Change is always problematic, especially when it involves something as fundamental as scholarly publishing as copyrights. Since faculty members tend to resist administrative interference, they probably will resist

the idea that journal articles are work done for hire—until they are convinced that such a system can lower the overall cost of communication and thereby benefit scholarship.

Journal publishers also will resist this change. Some of their concern might be allayed by insuring that the right to copy articles does not become a general right to republish them. But even that will not satisfy some publishers in the for-profit sector. Initially they might refuse to accept articles on the terms proposed, thereby blocking an author's attempt to place his or her work in the most prestigious journal possible. But the prestige of journals depends on their publishing the best work available, so if research universities and their faculties agreed to set conditions on copyrights, publishers eventually would be forced to accept them.

Universities and their faculty members would have to work in concert to bring about the change that we propose. The first step in achieving coordination between faculty members and administrators is to educate both groups about the existing system

of scholarly communication and the value of copyrights.

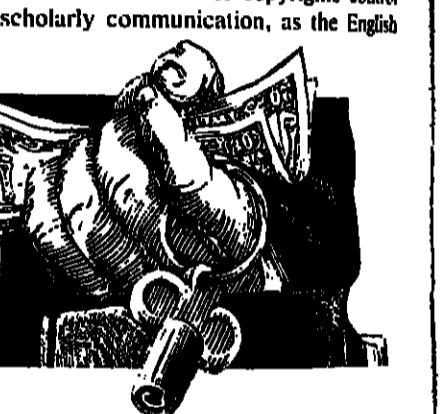
Then professors, administrators, college business officers, and publishers can consider proposals such as ours about how copyrights might be better managed to benefit higher education.

THIS EFFORT can begin through the committees and study groups of such higher-education organizations as the American Association of University Professors, the Association of American Universities, the National Association of State Universities and Land-Grant Colleges, the National Association of College and University Business Officers, and the Association of American University Presses. Some of these groups already are looking for administrative devices to change the market forces in scholarly communication.

Other organizations, such as the Association of Research Libraries and the Association of Academic Health Centers, also could play major roles in building understanding of the costs of scholarly communication.

Scott Bennett is the director of the Milton S. Eisenhower Library and Nina Matheson is director of the William H. Welch Library at the Johns Hopkins University.

Continued on Following Page



Questioning the History of Western Civilization

TO THE EDITOR:

In her essay on what she sees us the Afrocentrist threat to the rational tradition ("Afrocentrism Poses a Threat to the Rationalist Tradition," Point of View, May 6), Mary Lefkowitz says that I have written that "no one before 1600 doubted that Greek civilization and philosophy [had been] 'derived' from Egypt." She goes on to state that my argument does not "have even a remote claim to authority" and that it is "not accepted because it is 'immediately obvious who do not know enough about the ancient world to question them.'"

The last point is absurd. I have made such arguments to dozens of audiences containing classicists and intellectual historians throughout the United States and elsewhere. Furthermore, in 1989, Volume I of *Black Athena*—in which such claims are made—received the honor—unique to the work of a non-classicist—of being the topic of the presidential panel of the annual meeting of the American Philological Association, the leading professional body of classicalists in this country. The proceedings were later published in the classical journal *Aretusa*.

As to the question of my argument being made without "even a remote claim to authority," I spend a considerable portion of Volume I of *Black Athena* giving evidence to back this claim. For those who have not read the book, let me give a few examples of some people who did see Egypt as having played a central role in the formation of Greek civilization. Herodotus maintained that Egypt had provided the core of Greek religion; Plato believed that the Egyptian god of wisdom, Thoth, had invented writing and all sciences. It should also be noted that it was generally acknowledged by Greek writers that geometry had originated in Egypt, and geometric education was the centerpiece of Plato's Academy. Aristotle maintained that mathematics had been developed by Egyptian priests because they had *scholé*, a meaning of "learning" and "leisure."

Journal publishers would no longer apply to non-profit libraries that wanted to reproduce university-generated scholarship. Universities would retain the one ownership right—that of copying—that makes it possible to use material held by other libraries. Besides saving professors and students from paying royalty fees, this plan might allow some libraries to drop their subscriptions to infrequently used journals.

Journal publishers would no longer be selling subscriptions to a captive market. The market for journals thus would be competitive, with prices more dependent on factors that actually enhance scholarly communication, such as the quality of the research available in particular journals. In a more competitive market,

Egypt, for which, among other reasons, he was burned by the Catholic Church in 1600.

I chose the cut-off date in 1600 because skepticism about the earlier wisdom of the Egyptians began to be expressed around this time. Nevertheless, belief that Egyptians had taught the Greeks did not stop at that date. . . . All in all, while it is difficult to prove a negative statement such as "no one doubted," there is abundant evidence that before 1600 conventional wisdom held that Orientals in general and Egyptians in particular had been the teachers of the Greeks.

To return to Mary Lefkowitz's essay, I am not its only or even its chief target. She sees her major enemy as the Afrocentrists. At this stage, I

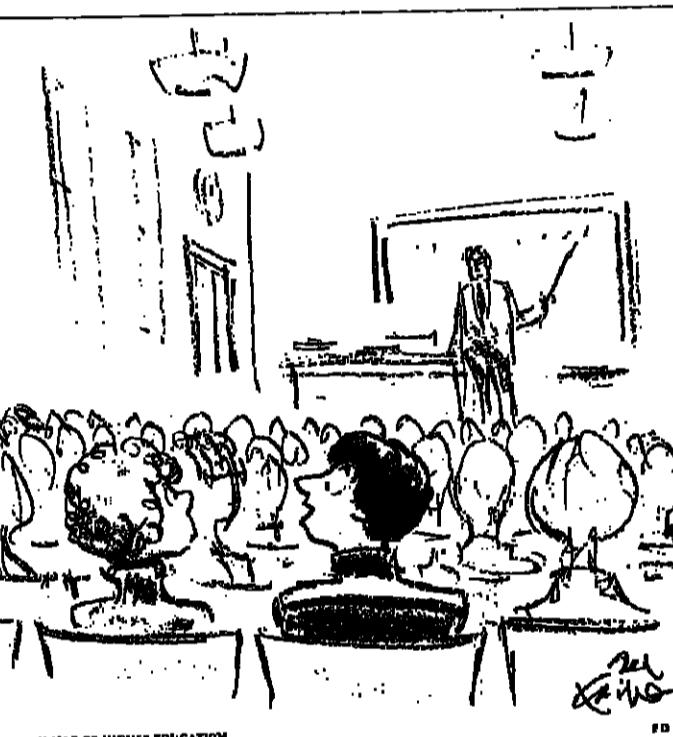
must apologize to readers of *The New Republic* because I am drawing on material used in a letter to her in that journal. However, I think the recycling is justified as she did not mention these points in her response.

Mary Lefkowitz pours scorn on the African vindictivists' claim of a "stolen legacy." While there is no doubt that they have been wrong on many particulars, as in the issue about the greatest Florentine patron of the arts and letters, Cosimo de Medici, and the Hermetic texts, in 1460, Cosimo had arranged with his translator Marsilio Ficino to have the extant works of Plato translated into Latin. However, at this point some of his agents arrived with so-called Hermetic texts, which were believed—rightly in my opinion—to be Egyptian. Immediately, the work on Plato was set aside to give priority to what were seen as the more ancient and superior Egyptian writings of Hermes Trismegistos, the teacher of Plato's teachers. Copernicus and his great champion Giordano Bruno were steeped in Hermeticism, and Bruno wanted to restore the gods of

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"So this 'Iliad's' a classic, right? Like Coke."

FO JINER

pure Greece was formed. Indeed, much of European culture was created by people who had a far more hostile attitude to ancient Greece than the most farouche Afrocentrist. Francis Bacon, for instance, saw Greece as the root of the philosophical system he was attacking: "The sciences which we possess come for the most part from the Greeks. . . . Now the wisdom of the Greeks was professorial and much given to disputations; a kind of wisdom most adverse to the inquisition of truth."

Like Mary Lefkowitz, I dislike both the Eurocentric and the Afrocentric extremes, and I also appreciate the Greek historians, who as she writes, often saw good qualities in their enemies. This is in fact one of the chief reasons why I tend to prefer their views of history to those of 19th- and 20th-century scholars who have been blinkered on the issue of contacts between Greece and the rest of the Eastern Mediterranean by their racism and anti-Semitism.

Finally, I think that Mary Lefkowitz is unnecessarily fearful of the claims of the Afrocentrists. She admits that "many [Northern European] scholars in the 19th century over-emphasized the connections of the Greeks to Northern Europe, when they

Continued on Following Page



MARY EARL WINKLE

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Letters to the Editor

Continued From Previous Page
was spread abroad. For from them it was, and from the nations about them, that the Greeks, a people more addicted to the study of philology than of nature, derived their first as well as their soundest notions of philosophy."

I do not share the scientists' contempt for ancient Greece, and I see it as having had an extraordinarily attractive culture. Nevertheless, I do not believe that it should be sacrosanct or that any questioning of its originality should be rooted out as a heresy and threat to world civilization. Teachers and students should question and challenge actively, and not merely worship received wisdom—even when looking at ancient Greece.

MARTIN BERNAL
Professor of Government
and Near Eastern Studies
Cornell University
Ithaca, N.Y.

To the Editor:

Mary Lefkowitz's Point of View presents a sobering statement for all faculty who teach humanities disciplines. Two essential lessons can be derived from this account. First, students in the humanities, particularly history, must be firmly trained in methodology in order to determine the validity of facts and conflicting interpretations. To accept *prima facie* the pronouncements of any professor or scholar as "correct" or "authoritative" defeats the purpose of historical as well as intellectual inquiry. The study of history without an adequate understanding of methodological principles fails to develop the discerning minds our students must possess.

Secondly, the current popularity of multiculturalism on many campuses frequently appears to exclude accuracy—indeed truth—from the historical record. This educator affirms the centrality of studying *all* world cultures and societies, and how interaction among them has produced our civilization. . . . The historian has a professional responsibility to convey information that is accurate and supported by the available evidence. Interpretations that do not reflect this fall outside the principle. Failure to provide our students with

Burd checked, he would have found that Martin Bernal's work is being read in an institute for school teachers that NEH has twice funded at Chicago State University.

Eurocentric bias has indeed persisted too long and should be challenged. Hopefully, the challengers will not swing to another extreme position. . . .

EMIL ANTHONY RICCI
Adjunct Professor of History
Villanova University
Villanova, Pa.

Charges of politics
at the NEH

To the Editor:

I had not thought it necessary to reply to Stephen Burd's implausible article about the National Endowment for the Humanities ("Chairman of Humanities Fund Has Politicized Grants Process, Critics Charge," April 22) until I read Michael Bérubé's letter ("The 'Politicization' of the Humanities Endowment," May 13) and realized that some people believe everything they read—and more.

One of the obvious problems with the Burd article is that it presumes to portray the NEH by talking to applicants who have been rejected. It has happened before and will no doubt happen again that scholars whose projects are not funded lay the blame on the NEH process rather than on their own applications. It is only human nature for them to do so; and one should, therefore, subject their claims to at least modest scrutiny. The Rev. Joseph A. Appleyard of Boston College, for example, says his proposal was not funded because certain scholars listed in it were "red flags"—people whose names will supposedly sink a project here at NEH—and he cites two scholars specifically: Catharine R. Stimpson and Martin Bernal. Mr. Burd, the reporter, spoke to Catharine Stimpson for the article, and one has to wonder why he neglected to ask her about her recent experience with NEH. Had he done so, I am sure he would have found out that a college-teacher project she recommended was recently funded and will be conducted this summer: Martha Vicinus's seminar on literary representations of masculinity and femininity during the 1890's in England. Similarly, had Mr.

professor. I have been involved with NEH panels, and the article completely misleads readers as to what transpires there.

In the treatment of another application, Mr. Burd asserts that it must have been politics that undercut a feminist who received two top ratings of "excellent," two near-top ratings of "very good," and one lower rating of "some merit." Anyone who has served on an NEH panel or worked at the endowment can tell you straight away: The competition is so stiff that such marks do not even come close to the levels needed for funding. The professor's application was good, but simply not good enough.

Only a few of the NEH applications are simply bad. Most have great strengths. Thus explaining to most why they did not succeed is akin to a teacher explaining to the A-student why he/she did not get a straight A. An F is easy to explain. But the rationale for an A-involves a fine distinction. And with huge egos involved, the task of conveying this is yet tougher at the NEH. Politics can explain the failures and successes of the other side may be useful.

In August 1990 and August 1991 I served on peer-review selection panels in the endowment's program of fellowships for College Teachers and Independent Scholars. I saw no evidence that the panel was packed; no evidence that any proposal was rejected (or even called into question) for any reason that might reasonably be construed as solely or even largely political; and no evidence that recommendations arrived at by the peer-review process were later rejected at a higher level. Indeed, the proposals that we ranked highest were precisely those that subsequently received funding.

Much besides the politics on which the article is focused animates both the people who work for the NEH and the vast majority who apply to it. Since the NEH is a public agency, however, some deliberations inevitably fall along political lines. During the Carter/Mondale years came expressed preferences as to the kind of research that ought to be promoted. Personally, I think such biases were o.k., not only because my politics generally fall with the Democrats, but because the American people elect a leadership, and that leadership has the right to inject its views into public agencies that, by definition, must ultimately be political. While I was in the minority, the American people elected Reagan and Bush, and for 11 years their views have affected agencies like the NEH. Why is this so shocking? If one were truly outraged, one must either be a

gnome easily bludgeoned by



"It's his new approach to creativity in science.
He thinks of it as a novel."

one professor. I have been involved with NEH panels, and the article completely misleads readers as to what transpires there.

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OPINION

Academics would serve scholarship better by lobbying their representatives for an increase in its funding and by arguing about the political nature of its leadership.

PAUL J. GRIFFITHS
Associate Professor of Philosophy
of Religion
University of Chicago
Chicago

on us as academics to commit ourselves to public engagement, was published during a week of riots in Watts and 30 years after similar events. . . . Thirty years of "intellectual" battles between "leftists" and "conservatives" have been 30 years of collective fear and denial.

Dr. Watts is correct but doesn't nearly go far enough. We, as academics, and I include *The Chronicle*, have given plenty of semantic labels to what we have seen around us, but have done little or nothing to make concrete improvements in the crumbling communities outside of our ivory towers.

Enough "intellectual gamesmanship." We need to ask ourselves real questions about who we are and what our role is in a society in crisis. Are we training our students to go outside the university and their future workplaces and to work and plan with the community to save our decaying cities—or are we just talking about these issues, in our social-science courses?

Are our professional students helping to build small businesses, rebuild our financial institutions, create real opportunity, provide legal services for those who need them, and address other needs, or are we training them only to deal with the abstract and to look away? Are our humanities courses giving our students an appreciation for the world that translates into more advocacy for protecting our environment, for building up our museums and libraries, for holding our institutions accountable, and for protecting our parks? Are our sciences helping train our students to develop innovative and appropriate technologies within our communities, and to help convert our economy away from military production now that the Cold War is over?

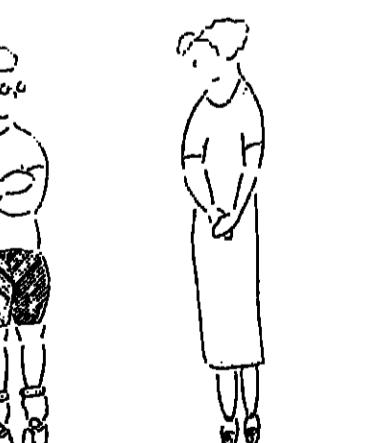
Further, are we as educators proper role models for our students? Are we applying what we teach to produce more than articles and books? Can we show real and meaningful results that have benefited the lives of people unlike ourselves, in a tangible way? . . .

DAVID LEMPERI
Research Associate
Ukrainian Research Institute
Harvard University
Cambridge, Mass.

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One week after *The Chronicle's* feature on the waning influence of

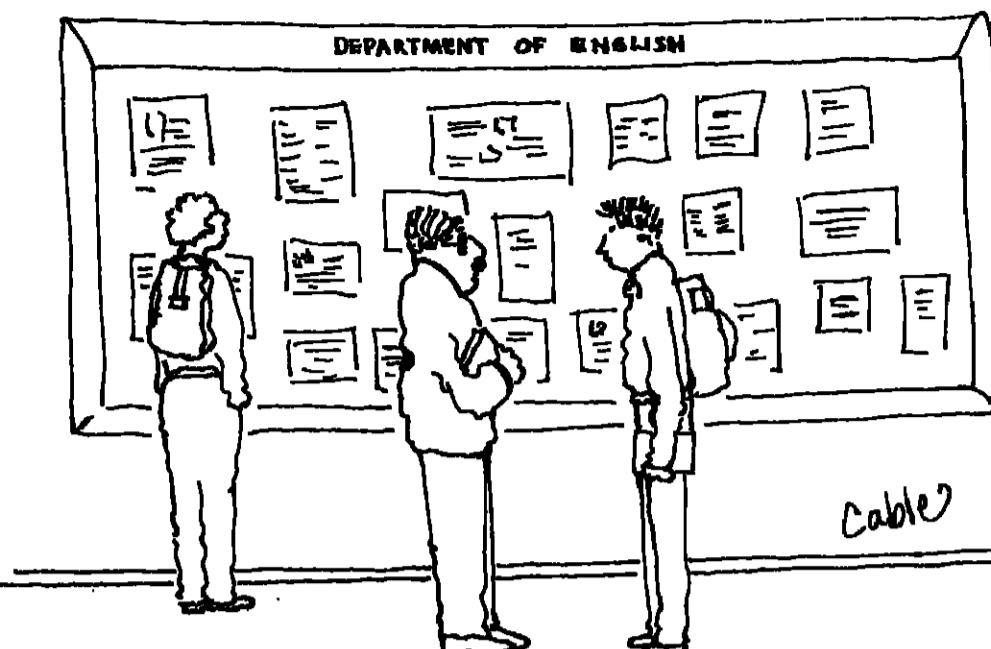
SOMEWHERE

FRANCE



IT SEEMS TO DAN THAT
MADAME HAS BEEN CALLING HIM
A POODLE

CHRIS BURKE



"I too revere Hawthorne. Mr. Fenton, but wouldn't characterize him as 'Peter Greenawayish.'"

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Teaching Fellow in English
St. Louis University
St. Louis

To the Editor:
So confused and cloyed by cliché is Steven Watts's "Point of View"—on leftists and discourse theory—one can be sure his locutions were derived from third-hand accounts of literary critics, their spouses, what's hot and not on the conference scene.

STEVEN JEFFREY JONES
Assistant Professor of English
Texas A & M University
College Station, Tex.

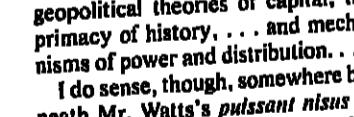
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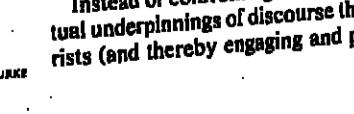
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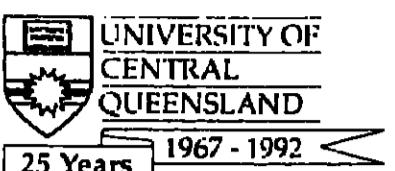
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POSITIONS AVAILABLE

Agricultural Economics, Trade and Foreign Policy, Master's degree in Agriculture, Finance, Marketing, International Market Development. This person will report to the Assistant Athletic Director for Academics. Duties include: monitoring and evaluating publications on academic concerns; conducting the tutorial program; compiling academic experiences; monitoring and evaluating student-athletes' academic progress; working with other academic areas including the Academic Advisor; and working with the Athletic Department. Qualifications: A demonstrated knowledge and experience of working with students, preferably at the Division I level; academic experience of a Bachelor's Degree, with a Master's degree; Position available after June 1, 1992. Applications must be submitted by June 1, 1992. Application, resume and three references as soon as possible to Sterling Brown, Associate Director, Academic Affairs, University of South Carolina, 29208, Columbia, SC 29208. Materials should be sent to: Dr. Robert R. T



School of Business

Foundation Professor of Management

The University of Central Queensland is seeking to appoint an outstanding leader in the field to its newly established Foundation Chair of Management. The University is an integrated regional University with the major campus at Rockhampton as well as campuses at Bundaberg, Emerald, Gladstone and Mackay. Rockhampton is 40 kilometres inland from the Central Queensland Coast, near the Great Barrier Reef. The area is well regarded for its mild winters, its relaxed lifestyle and its quality of life in general.

The region offers exciting and challenging opportunities. Within the business community there is a strong regional focus on activities in agribusiness, mining and mineral processing and tourism. Currently, there is a strong drive by regional industries to seek value added avenues for export business.

The position requires a person with a proven track record in managing research, liaising effectively with industry, commerce and government and providing team leadership in academic and related professional endeavours. It is expected that the appointee will continue with established research and assist in ongoing development of the School research profile.

The School in 1992, provides courses leading to bachelor degrees, both pass and honours degrees, a Graduate Diploma in Management, a Master of Business by Research, a Master of Financial Management, a Master of Information Systems and an MBA. While the undergraduate programs are internal, the postgraduate course work programs are available both on campus and by distance study. Demand for these courses is strong and there are currently 780 students, including some 70 international students involved in postgraduate study. At present, the School is actively internationalising its programs.

To support the above programs, the areas of marketing management, human resource management, economics, public policy and management, international business and corporate strategy are the current focus of teaching and research.

Candidates should have a doctoral qualification, established national and international networks and the energy and innovative capacity to create a reputation for the School of excellence in the major functions of management and in both public affairs and the private sector. It is also desirable that the candidate have substantial experience in postgraduate teaching, program management and executive training and development.

This position is offered at the professorial salary of A\$77 900 per annum.

Position enquiries: Further enquiries concerning the duties of the position may be directed to Professor Kevin Fagg, Dean of the School, telephone +61 79 30 9532, Facsimile +61 79 30 9700, electronic mail: AA/Net/Internet: K.Fagg@uq.edu.au.

Selection criteria and duty statement are available from the Personnel section, telephone +61 79 30 9654.

Transfer and settling in expenses are available where applicable.

Applicants are requested to forward, in duplicate, applications, including full curriculum vitae, certification of stated qualifications and the names, addresses and telephone/facsimile numbers of three referees, to reach the Personnel Officer (Appointments), University of Central Queensland, Rockhampton, Queensland 4702 no later than 1 July 1992.

UCQ is an Equal Opportunity Employer

MOUNT IDA COLLEGE School of Liberal Arts Faculty Opening In Communications

Mount Ida College in suburban Boston seeks a full-time faculty member in Journalism for its B.S. Program in Communications beginning Fall 1992. Ph.D., college teaching experience, professional experience in print or electronic newsmaking and familiarity with desktop publishing are required.

Possible courses include: Newswriting and Reporting; Literary Journalism; Advanced Editing and Styling; Writing for the Media; Communications Ethics Seminar; Introduction to Communications; Public Relations; Intermediate Communications; Advertising.

Send letter of application, curriculum vitae, and names of three references at your earliest convenience to Dr. Alvin Johnson, Mount Ida College, 777 Bedford Street, Newton Centre, MA 02159. Review of applications is ongoing and will continue until position is filled. No telephone calls please.

Biology: Postdoctoral position at the State University of New York invites applications for a one-year temporary position as Instructor of Biology. Qualifications: Ph.D. preferred, two years postdoctoral experience, teaching experience in microbiology and general biology. Duties: teach introductory and advanced courses in microbiology and general biology. Duties: September 2, 1992. Send letter of application, curriculum vitae, and names of three letters of reference to: Dr. W. Ware, Department of Biological Sciences, University of Pittsburgh, Pittsburgh, PA 15261. The application deadline is June 15, 1992. The University of Pittsburgh is an Affirmative Action employer.

Biology: Johnson C. Smith University is seeking a Postdoctoral Researcher to teach introductory biology and general biology.

Qualifications: Ph.D. preferred. Must demonstrate an ability to teach the undergraduate level. Duties: teach introductory biology classes as well as research projects.

Letters of recommendation should be sent to Dr. Martin C. Smith, Department of Biology, Western Michigan University, Kalamazoo, MI 49008.

The application deadline is June 15, 1992.

The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer.

Biology: The University of Pittsburgh is a regional campus which offers the Bachelor of Science degree in Biology. The Bachelor's degree as well as several non-societal degrees, is seeking a full-time tenure-track position for an instructor of biology. The position is for an instructional position for teaching introductory biology laboratories as well as for teaching at least one section of introductory biology. Qualifications: Ph.D. required. Preference given to someone with college-level teaching experience, especially in

freshman/sophomore level, with a teaching load in zoology, and with a strong teaching minor in biochemistry or molecular biology. Duties: teach introductory and advanced courses in microbiology and general biology. Duties: September 2, 1992. Send letter of application, curriculum vitae, and names of three letters of reference to: Dr. Martin C. Smith, Department of Biology, Western Michigan University, Kalamazoo, MI 49008.

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The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer.

Biology: Instructor, to teach Biology courses on the Los Angeles Campus. Master's Degree with major emphasis in Biology

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Send letter of application, curriculum vitae, and names of three letters of reference to: Dr. Martin C. Smith, Department of Biology, Western Michigan University, Kalamazoo, MI 49008.

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Department Head, Department of Curriculum and Instruction
and Director of new Master of Arts in Teaching Program

COLLEGE OF EDUCATION

University of Arkansas, Fayetteville

This is a 12-month position. The Department of Curriculum and Instruction has 43 faculty members and administers the baccalaureate (B.S.E.) through the Doctor of Philosophy (Ph.D.) degrees. Programs in the department are Elementary Education, Middle Level Education, Secondary Education, Special Education, and Speech Pathology/Audiology. Duties: Administrator undergraduate and graduate programs, research development, faculty evaluation; curriculum planning; administrative faculty development; represent department to university, public schools, state education agencies and national educational professions; establish effective collaborative working relationships with all constituents, especially public schools. Qualifications: Doctoral degree from a recognized university, at least five years' university experience, preferably administration, research, and teaching; demonstrated ability, strong interpersonal skills, and must qualify for associate professor rank. Salary range: \$24,000-\$28,000. Application deadline: June 25, 1992.

DIRECTOR, DENTAL ASSISTING PROGRAM (Contingent upon funding) — Search Extended. Responsibilities include teaching assignments in addition to Director's duties. Qualified applicants must hold a Master's degree in an appropriate field. Relevant college work experience is preferred. Application deadline: June 25, 1992.

CAPE FEAR COMMUNITY COLLEGE Faculty/Staff Positions

ENGLISH COMPOSITION/DEVELOPMENTAL READING AND WRITING—9 month position. Responsibilities include teaching developmental reading and writing and English composition classes. Entry level salary range: \$21,665 to \$24,768.

COUNSELOR—12 month position. Responsibilities include counseling, referring, and services evaluation, placement, follow-up, and serving as advising coordinator. Entry level salary range: \$24,000 to \$27,700.

Both positions begin September 1992. Qualified applicants must hold a Master's degree in an appropriate field. Relevant college work experience is preferred. Application deadline: June 25, 1992.

DIRECTOR, DENTAL ASSISTING PROGRAM (Contingent upon funding) — Search Extended. Responsibilities include teaching assignments in addition to Director's duties. Qualified applicants must hold a Master's degree in Science or Education; be either a dentist or a certified dental assistant or dental hygienist, and have occupational experience in the application of four-handed dentistry principle. Entry level salary range: \$29,000 to \$40,000. Application deadline: July 1, 1992.

All positions may require day, evening, and off campus assignments.

To apply, call (910) 343-0481 or write for a CIP application. To assure consideration, submit the completed application form, graduate transcripts, and three current letters of recommendation.

Personnel Director
Cape Fear Community College
411 North Front Street
Wilmington, NC 28401

Cape Fear Community College is located in coastal Wilmington, North Carolina on the beautiful Cape Fear River. An AA/E Employer.

The University of Arkansas is an equal opportunity, affirmative action institution.

MORRIS COLLEGE

Morris College, a private and predominantly black, four-year Liberal Arts College in Sumter, S.C. is seeking applicants to fill the following positions:

ASSISTANT/ASSOCIATE PROFESSOR OF ART: To teach four to five (12 to 15 credit hours) courses each semester in Art appreciation and upper level course in art. Participate in registration, student advising, committee assignments and other duties as assigned. Master's degree in Art required. Effective August 1992.

CALIFORNIA LIBRARIAN: Requires knowledge of OCLC, AACR2, LC Classification and subject heading. Night and weekend work required. Master's in Library Science required. Effective immediately.

REFERENCE LIBRARIAN: Requires knowledge of OCLC, and experience in the current information technologies (on line public catalog, CD-ROM, microcomputer based programs and processes). Responsible for collection utilization. Night and weekend work required. Master's in Library Science required. Effective immediately.

Submit letter of application, three letters of recommendation and Official Academic Transcripts to: Personnel Officer, Morris College, 100 W. College Street, Sumter, SC 29150-3599. An Equal Opportunity, Affirmative Action Employer.

CENTRAL MICHIGAN UNIVERSITY

College of Education, Health and Human Services

Program Director needed to initiate a master's level physical therapy program. Responsibilities include development of the PT curriculum, institution of admission and retention policies, pursuit of grants and/or development monies, and other duties and responsibilities associated with beginning and directing a new program. Position is a 12-month tenure-track, faculty appointment to begin August 24, 1992. Salary is competitive based on qualifications and previous experience. Minimum requirements include a master's degree in PT, a doctoral degree in PT or related area preferred, PT licensure, and previous clinical experience and teaching experiences in PT education program required. To apply, send letter of application, résumé, and the names, addresses, and phone numbers of at least three references to Linda Jensen, P.T. Director, 307 Ronan Hall, Central Michigan University, Mt. Pleasant, MI 48859. Screening of candidates will begin June 30th and continue until the position is filled. CMU (AA/EOE institution) encourages diversity, and resolves to provide equal opportunity regardless of race, sex, disability, sexual orientation, or other irrelevant criteria.

REDFERENCE LIBRARIAN: Requires knowledge of OCLC, and experience in the current information technologies (on line public catalog, CD-ROM, microcomputer based programs and processes). Responsible for collection utilization. Night and weekend work required. Master's in Library Science required. Effective immediately.

Submit letter of application, three letters of recommendation and Official Academic Transcripts to: Personnel Officer, Morris College, 100 W. College Street, Sumter, SC 29150-3599. An Equal Opportunity, Affirmative Action Employer.

DIRECTOR OF STUDENT LIFE Lassen Community College District

Lassen Community College District in Susanville, California is seeking an experienced manager to serve as Director of Student Life. Responsibilities include supervision of one Residence Hall, Student Activities and Student Government.

Salary range is \$26,052-\$31,668 for 12-months. Benefits included. To be considered, contact Armando Jackson, Lassen Community College District, P.O. Box 800, Susanville, CA 96130; Telephone: (916) 287-5181 X127, Fax: (916) 287-6964. All application material must be received by Friday, June 26, 1992 at 4:00 P.M.

Lassen College is an Affirmative Action, Title IX employer.

If interested, send cover letter and resume to Patricia E. Baque, Manager of Employee Relations, Wellesley College, Wellesley, MA 02481 by 6/15/92.

Wellesley College especially welcomes applications from ethnic minorities and women.

Wellesley College

Educational Administration, University of Alaska Fairbanks. Tenure-track Assistant Professor position beginning August 15, 1992. Located in College of Education, Department of Curriculum and Instruction. Duties include educational administration; expertise in political and policy dimensions of administration; research interests in areas of education or closely related fields. Instructional expertise in the area of study of individual differences in learning and achievement; research interests in areas of education or closely related fields.

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Education: Assistant Professor in Education, Oliver College is seeking candidates for a tenure-track teaching position for the fall of 1992. Duties include teaching courses in the areas of organization/management of the school, curriculum/teaching methods and materials, and research methods. Preferred qualifications: Doctorate in educational administration or related field; minimum of 3 years' teaching experience; teaching experience in K-12; research experience; and teaching experience in higher education.

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Education: The Chinese University of Hong Kong (CUHK) offers concurrent bachelors and masters degrees in the Humanities, Business Administration, Science, Medicine, Social Science, Education, and Law. Applications for concurrent student enrollment are \$3,000 equivalent, which will expand to \$11,500

beginning August 1992. Responsibilities include teaching courses in the areas of organization/management of the school, curriculum/teaching methods and materials, and research methods. Preferred qualifications: Doctorate in educational administration or related field; minimum of 3 years' teaching experience; teaching experience in K-12; research experience; and teaching experience in higher education.

Education: A position is available in the Department of Educational Psychology and Reading at the University of Alaska Fairbanks. The position requires ABD or Ph.D. in educational psychology or related field. Duties include teaching courses in elementary education, reading, and research. Preferred qualifications: Doctorate in educational psychology, experience in research, coursework equivalent to a master's degree in educational psychology, and familiarity with Oklahoma teacher certification requirements.

To advise students and teach courses in all areas of educational administration, foundation, supervision, and research in the areas of organization/management of the school, curriculum/teaching methods and materials, and research methods. Preferred qualifications: Doctorate in educational administration or related field; minimum of 3 years' teaching experience; teaching experience in K-12; research experience; and teaching experience in higher education.

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POSITIONS AVAILABLE

Southwest State University is the undergraduate liberal arts technical university of the State University System. Currently with 2,900 students, it has a proud tradition of education which incorporate distinctive, nearly hands-on architectural design. Marshall, 100 miles from the hub of a rich farming area and offers a variety of cultural, recreational, and educational opportunities with the advantages of small city living.

Admissions Counselor: Probationary position with 212 day assignment required. High level of travel required for visits to regions of Minnesota, Iowa, and South Dakota with primary emphasis on metro Minneapolis. Position given of Minnesota State University system and/or college admissions. Appointment to begin August 4, 1992.

Coordinator of Career Planning and Placement: Probationary position with 227 day assignment. Master's degree or equivalent combination of education and experience in business, English, and/or computer design and allied a comprehensive program assisting students in identifying career goals and obtaining permanent employment. Appointment to begin July 1, 1992, or as may be dictated.

Coordinator for Counseling and Testing Services: Fixed Term position with 227 day assignment. Positions previously held by two-year leave replacement will not be converted to probationary position. Master's degree in psychology, clinical psychology or social work is required. Three years' counseling experience, preferably in undergraduate college setting and previous experience in personnel counseling. Some travel is required. Must be eligible for Minnesota Licensure within two years period. Initial appointment to begin September 9, 1992.

Admissions/Financial Aid: Full-time probationary position to assume the leadership role for Admissions and Financial Aid. Master's degree in Counseling, Higher Education Administration, or related area is required. Two years' related experience in Admissions with Financial Aid required. An understanding of financial aid systems experience is required. The Assistant Director, Enrollment Services, is responsible for Admissions and Financial Aid will have the major responsibility for the planning, implementation, and evaluation of the University's admissions, recruitment, and financial aid programs as well as participation in the continued development of related programs. Appointment to begin September 1, 1992.

Coordinator of Minority Student Services: Probationary position with 227 day assignment. Master's degree completed or in progress to be considered. At least two years of service is required. Two years' related professional experience preferred. Coordinator will manage the overall direction and development of programs and services of recruitment and retention of minority students resulting in increasing the variety of opportunities available. Appointment to begin August 18, 1992.

Letter of application, unofficial transcript, résumé, and names, addresses, and telephone numbers of three references (who may be telephoned) should be sent to the address below. Review of applications will begin on June 15, 1992, and will continue until positions are filled.

Complete position descriptions, professional application form, timelines, salary, and benefits information available from:

DIRECTOR ALUMNI RELATIONS

Marquette University is seeking an innovative, engaging individual reporting to the Vice President for University Advancement. The Director has executive responsibility for the Alumni Association National Board and the national organization of Marquette Clubs and Affiliates. Alumni Relations serve the University's alumni through programs of social interaction, fund raising, estimations and volunteer development. The Director will be an effective team player, and will possess excellent managerial skills, including proven ability to design, manage, and participate in complex, integrated programs serving the University at large, as well as segmented constituencies. Requirements include: strong history of volunteer development; a very high energy level; strong interpersonal skills; and a fundamental sense of humor. A strong commitment to Catholic and Jesuit Catholic education are essential. Bachelor's degree required and a minimum of 5 years' experience in a senior-level administrative position; extensive travel required. Send letters of inquiry and résumés by June 8, 1992 to:



ADMINISTRATIVE LIBRARIAN: AUTOMATION SERVICES

The Albert B. Alkek Library, Southwest Texas State University, is seeking qualified candidates for the position of Administrative Librarian: Automation Services. Duties include: serving as liaison to Data Research Associates (DRA). The University's Automated Data Processing department, AMICOS Bibliographic Council, Inc. for OCLC services, and other networks; managing library activities with other Administrative Librarians; computer training; liaison with other Administrators; library's microcomputer lab. The Automation Services Librarian will ensure that the library stays current with automation advances by researching, recommending, and planning new services, and identifying future needs. Qualifications: AAL-MLS; minimum of three years' professional experience working knowledge of MARC formats and natural language processing; strong working knowledge of automated library systems; selected DRA services; experience with microcomputers and software; superior written and oral communication skills; demonstrated ability to plan and lead complex operations and procedures; demonstrated problem-solving skills; demonstrated ability to work well with others. Prefer academic library experience in both public and technical services using OCLC; knowledge of local area networks; Digital; personal computers and VMS operating system. Minimum salary \$30,000 per year. Send three letters of reference and résumé to Personnel Office, Department of Library Services, Southwest Texas State University, San Marcos, Texas 78666-1615. Phone: 512/245-2557 (Voice) or 512/245-3911 (FAX). Posting #208. AA/EEO.

Director of Business Services

Exciting opportunity to become part of a Business and Finance team committed to continuous improvement, customer service, and total quality management. The Director reports to the Associate Vice President for Business and is responsible for contract administration (food service, bookstore, copying, mail), telecommunications, switchboard, computerized ID system, insurance administration, space rental, travel management, vehicle management, surplus property, and ATM administration. The success of the Director will depend on extraordinary interpersonal and communication skills, organizational problem solving ability, and a proven track record in operational management.

Qualifications: Minimum of a Bachelor's degree and 5 years business management experience with a demonstrated service-oriented background. Salary high 30's to low 40's depending on education and experience.

Please send 2 copies of both cover letter and résumé by Friday, June 26th to:

Anne Gill, Employment Manager
AA/EEO Employer



550 Huntington Avenue • Boston • MA 02115

MU Marquette University

1212 West Wisconsin Avenue, #615A
Milwaukee, WI 53233

An Affirmative Action, Equal Opportunity Employer

RESEARCH COORDINATOR

The University of Florida Health Science Center/Jacksonville has a full-time faculty position in the Department of Community Health and Family Medicine. The major responsibility will be the coordination of all research projects. Technical facilities, salary and fringe benefits are excellent. The appointment will be at the academic rank of Assistant Professor based on Ph.D. degree, training, background and experience. Application recruiting deadline is June 15, 1992. Send CV to George Wilson, M.D., CHFM, 633 West 8th St., Jacksonville, FL 32205. EEO/Aff.

Education/Curriculum and Instruction: The University of Western Australia, Faculty of Arts/Lecturer (Reference: A/PL93), Department of Education. Applications for appointment at Assistant Lecturer or Lecture Level I in one of the following areas: Curriculum and Instruction in the field of curriculum theory, teaching and learning, curriculum development, management, evaluation and implementation and supervision research. The Department of Education invites applications for appointment at Assistant Lecturer or Lecture Level I in one of the following areas: Curriculum and Instruction in the field of curriculum theory, teaching and learning, curriculum development, management, evaluation and implementation and supervision research. The University of Western Australia, Nedlands, Western Australia 6009, by the closing date of June 15, 1992. 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DIRECTOR OF DEVELOPMENT College of Education

Applications and nominations are invited for the position of Director of Development, College of Education at Washington State University.

DUTIES: Washington State University is embarking on a comprehensive campaign which will feature the goals of the College of Education in a prominent way. The Director of Development will play a major role in the success of this university-wide effort. The Director of Development is responsible for overall leadership and management of the college's development activities, including the annual giving campaign, the college's capital campaign, and the planning of the WSU Foundation's director of Development Programs, serving as a key member of the WSU Foundation senior staff and the Dean's administrative cabinet.

COLLEGE OF EDUCATION: Since the founding of Washington State University in 1890, the College of Education has been a part of the University's land grant mission. The College was established in 1915 and has graduated educators who have distinguished themselves in a variety of areas throughout the world. Undergraduate and graduate degrees are offered in Educational Administration, Physical Education, Special Education, and Curriculum and Counseling. Psychology and the college is working to establish and enhance partnerships with Washington's K-12 schools. They are actively involved with technological education, scholarly support for outstanding students, helping at-risk learners, and a host of other programs to enrich and revitalize education. The college has a highly organized and effective development effort that is shared by the faculty, department chairs, and especially the dean.

WSU FOUNDATION: Founded in 1979, the WSU Foundation serves as the official private gift arm of the University. Unique in the characteristics between transparency and accountability, WSU's foundation is a close-knit and highly efficient organization. The Foundation has grown tremendously, with gift levels experiencing a 20 percent increase over each previous year. Private support in FY 1991 totaled \$25 million.

UNIVERSITY: Washington State University's main campus is located in Pullman (population 55,000) about 75 miles south of Spokane, Washington. It is the land grant institution of the state of Washington and a member of the PAC 10 Conference. WSU enrolls approximately 18,500 students on all campuses. WSU is a major, comprehensive research university with all advantages, yet it also offers the best of small-town living in a rural environment. Pullman recognizes WSU as its most important asset and the low cost of living, affordable housing, and a culturally rich environment.

QUALIFICATIONS: Required: Bachelor's degree, strong oral and written communication skills, demonstrated skills in interpersonal relationships; a minimum of 3 years' experience in development with an educational organization; or 5 years' experience with another organization (hospital, arts group, etc.). Preferred: A track record of success in major gift/campaign fund raising; advanced degree in a related field (i.e., education, public relations, law, etc.); familiarity with computing support systems.

APPLICATIONS: Review of applications will begin August 1, 1992, but applications will be accepted until the position is filled. Please include a cover letter, current résumé, and the names, addresses, and phone numbers of three references. Mail to:

Dr. Walter H. Gmelch, Chair of Search Committee for Director of Development
College of Education
Washington State University
351A Classroom
Pullman, WA 99164-2316

WASHINGTON STATE UNIVERSITY IS AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EDUCATOR AND EMPLOYER.

Members of ethnic minorities, women, Vietnam era or disabled veterans, persons of disability and/or persons between the ages of 40-70 are encouraged to apply.

Belmont Abbey College RESIDENT DIRECTOR

Belmont Abbey College, a 4-year Catholic, Benedictine, Liberal Arts College announces an anticipated opening July 25, 1992 for a live-in Resident Director of a co-ed Residential Hall and adjacent apartments (total of 10 bedrooms, 10 bath). Qualifications: Minimum of 2 years in Student Development or a related field, previous live-in experience in Residential Life, programming and Resident Assistant supervision and development; 10-month position with competitive salary and compensation package. Please send a résumé and three letters of reference. Will accept résumé until position filled. Contact Julie Miller, Director of Residential Life, Belmont Abbey College, Belmont, N.C. 28012; 704-525-6803.

Finance: The Department of Finance, Management Science and Information Systems at Northeastern University invites applications for a one-year, fully faculty position available in Finance for the 1992-93 academic year. Primary responsibilities include undergraduate finance courses for majors and minors. Applications should possess a Ph.D. or DBA with a minimum of 5 years teaching experience. Applicants with approved dissertation topics will also be considered. Experience in business consulting and teaching is desired. As Belmont has a strong commitment to classroom teaching, applicants should have outstanding communication and presentation skills. Salary will be determined by position and qualifications. The Shapenburg program in business administration is fully accredited by AACSB. Applications should be sent to Dr. Marvin Konzert, Head, Department of Decision Sciences, Belmont Abbey College, Belmont, N.C. 28012; 704-525-6803. AA/EEO.

Geography: Southern Connecticut State University, Assistant Professor, one-year appointment, Fall 1992. Qualifications: Ph.D. in Geography, emphasis in environmental studies, including ecology and atmospheric science. Closing date for applications June 10, 1992. Send three letters of recommendation, vita, and a copy of three references to Dr. Marvin Konzert, Head, Department of Decision Sciences, Belmont Abbey College, Belmont, N.C. 28012; 704-525-6803. AA/EEO.

Health Education/HPEA/Marsh Education Specialist: The Department of Health Education/HPEA/Marsh Education Specialist, School of Education, Indiana University of Pennsylvania, 110 University Avenue, Indiana, PA 15701, is seeking an affirmative action employee. Apply to J. Martin, Department of Geography, IUPUI, New Haven, IN 46265; phone 203-397-4333, AA/EEO.

Financial Aid Director: Experience: five to ten years in Higher Education dealing with both State and Federal funds. Headlines required. Send resume to: Patricia M. Johnson, Livestrong Coffee, 704 West Monroe Street, Salisbury, North Carolina 28144.

Geography: Entry level, tenure-track position in geography. Ph.D. preferred. ABC compliant. Research encouraged. Good background in regional geography needed.



Director of Admissions

Founded in 1875, Indiana University of Pennsylvania is the Commonwealth's fifth largest university with more than 14,000 students. Located 50 miles northeast of Pittsburgh, IUP is the largest of the fourteen universities in the State System of Higher Education.

DUTIES: Washington State University is embarking on a comprehensive campaign which will feature the goals of the College of Education in a prominent way. The Director of Development will play a major role in the success of this university-wide effort. The Director of Admissions is responsible for overall leadership and management of the college's development activities, including the annual giving campaign, the college's capital campaign, and the planning of the WSU Foundation's director of Development Programs, serving as a key member of the WSU Foundation senior staff and the Dean's administrative cabinet.

COLLEGE OF EDUCATION: Since the founding of Washington State University in 1890, the College of Education has been a part of the University's land grant mission. The College was established in 1915 and has graduated educators who have distinguished themselves in a variety of areas throughout the world. Undergraduate and graduate degrees are offered in Educational Administration, Physical Education, Special Education, and Curriculum and Counseling. Psychology and the college is working to establish and enhance partnerships with Washington's K-12 schools. They are actively involved with technological education, scholarly support for outstanding students, helping at-risk learners, and a host of other programs to enrich and revitalize education. The college has a highly organized and effective development effort that is shared by the faculty, department chairs, and especially the dean.

WSU FOUNDATION: Founded in 1979, the WSU Foundation serves as the official private gift arm of the University. Unique in the characteristics between transparency and accountability, WSU's foundation is a close-knit and highly efficient organization. The Foundation has grown tremendously, with gift levels experiencing a 20 percent increase over each previous year. Private support in FY 1991 totaled \$25 million.

UNIVERSITY: Washington State University's main campus is located in Pullman (population 55,000) about 75 miles south of Spokane, Washington. It is the land grant institution of the state of Washington and a member of the PAC 10 Conference. WSU enrolls approximately 18,500 students on all campuses. WSU is a major, comprehensive research university with all advantages, yet it also offers the best of small-town living in a rural environment. Pullman recognizes WSU as its most important asset and the low cost of living, affordable housing, and a culturally rich environment.

QUALIFICATIONS: Required: Bachelor's degree, strong oral and written communication skills, demonstrated skills in interpersonal relationships; a minimum of 3 years' experience in development with an educational organization; or 5 years' experience with another organization (hospital, arts group, etc.). Preferred: A track record of success in major gift/campaign fund raising; advanced degree in a related field (i.e., education, public relations, law, etc.); familiarity with computing support systems.

APPLICATIONS: Review of applications will begin August 1, 1992, but applications will be accepted until the position is filled. Please include a cover letter, current résumé, and the names, addresses, and phone numbers of three references. Mail to:

Chair, Office of Admissions Search
Office of the Associate Provost
351A Bell Hall, IUP
Indiana, PA 15705

Review will begin June 10, 1992, and continue until position is filled.

UP is an Affirmative Action, Equal Opportunity Employer and is committed to diversity as an educational priority. Women and minorities are encouraged to apply.



Beloit COLLEGE

Beloit, Wisconsin

Associate Director of Admissions (Marketing/Management) Two Positions

The Associate Director of Admissions (Marketing) is responsible for developing, evaluating, and operating the admissions marketing, telemarketing, and advertising plan. This person also works with the development of printed and video recruitment materials, the direct mail program, research, and standard regional admissions officer responsibilities including travel, application evaluation, and regional management.

Candidates should send letter of application, résumé, and the names, addresses, and phone numbers of five current references, one of which must be your current supervisor. Application materials should be sent to:

Chair, Office of Admissions Search

Office of the Associate Provost

351A Bell Hall

Indiana, PA 15705

Review will begin June 10, 1992, and continue until position is filled.

UP is an Affirmative Action, Equal Opportunity Employer and is committed to diversity as an educational priority. Women and minorities are encouraged to apply.

UP is a full-time, twelve month position reporting to the Associate Dean of Students. Available August 1, 1992. Salary competitive. Preference will be given to applications received by June 10, 1992. To apply please letter, résumé, and the names of three references to:

BULLETIN BOARD: Positions available

Marquette University Office of Student Life

PROGRAM COORDINATOR

Marquette University, a Catholic, Jesuit institution, seeks qualified candidates with programming, administrative, and advising skills for a full-time position. As part of the Office of Student Life this position will be responsible for (1) providing coordination of student organization-sponsored programming activities (including contractual arrangements for facilities); (2) advising, training and overseeing the student government Programming Board in the development of programs (and programming facilities); (3) developing and coordinating with ethnic minority student and groups; as well as cultivation strategies involving individuals and organizations; (4) the implementation of campus-wide multi-cultural programs and events; and (4) advising the Senior Week Board in planning of a week-long series of events prior to graduation.

The Associate Director of Admissions (Marketing) is responsible for developing, evaluating, and operating the admissions marketing, telemarketing, and advertising plan. This person also works with the development of printed and video recruitment materials, the direct mail program, research, and standard regional admissions officer responsibilities including travel, application evaluation, and regional management.

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ADMISSIONS POSITIONS

Hobart and William Smith Colleges

HOBART COLLEGE

Associate Director of Admission

Hobart College invites applications for the position of Associate Director of Admission.

Founded in 1842, Hobart currently enrolls 1,000 men and is co-located with William Smith College (1,000 women). The Colleges, located in Geneva, New York, anticipate a combined first year class of 300 selected from approximately 3,000 applicants.

The Associate Director is a senior officer and assists the director in managing the admission program. Responsibilities include the full range of admissions activities, planning, staff development and training, research, evaluation of credentials, interviewing, maintaining relations with schools, applicants and their parents, and the Colleges' community. Approximately 6-8 weeks of travel will be expected. Depending upon the talents and experience, the successful candidate may have additional responsibilities and opportunities for professional growth.

A Bachelor's degree is required, and substantial experience with increasing responsibilities on the admission staff of a selective college or university is preferred. Must possess superb communication skills and be able to articulate the aims and purposes of a liberal arts education. Salary will be commensurate with experience and education.

Position available July 15, 1992. Please send letter of application and supporting credentials, as well as the names, addresses and phone numbers of three recommenders by June 15, 1992 to:

Lawrence Wood
Director of Admissions, Hobart College
Geneva, New York 14456

WILLIAM SMITH COLLEGE

Associate Director of Admissions

William Smith College invites applications for the position of Assistant Director of Admissions.

Founded in 1860, William Smith currently enrolls 300 women and is co-located with Hobart College (1,000 men). The Colleges, located in Geneva, New York, anticipate a combined first year class of 300, selected from approximately 3,000 applicants.

Responsibilities include the full range of admissions activities: evaluation of credentials, interviewing, maintaining relations with schools, applicants and their parents, alumnae, and the Colleges' community. Approximately 6-8 weeks of travel will be expected. A Bachelor's degree is required, and three years of experience in admissions, student personnel, and related fields is preferred. Must possess superb communication skills and be able to articulate the aims and purposes of a liberal arts education. Salary will be commensurate with experience and education.

The position is available July 15, 1992. Please send letter of application and supporting credentials, as well as the names, addresses and phone numbers of three recommenders by June 15, 1992 to:

Maria O'Loughlin
Director of Admissions, William Smith College
Geneva, New York 14456

Hobart and William Smith Colleges are an Equal Opportunity Employer

Associate Director of University Development

College of Business Administration

Tennessee Technological University

The Associate Director manages the College of Business Administration's fund-raising program which emphasizes major gifts. Other responsibilities include supervising the annual fund, developing an annual giving campaign, and corporate relations. The successful candidate must have general interpersonal skills, and two years of business management experience, including one year of fund-raising development responsibility. Bachelor's degree in related area required, MBA preferred. Position open July 1, 1992. Initial screening will begin June 24, 1992. Open until filled. Send résumé; name, address and telephone numbers of three professional references; and a statement of your philosophy of development and fund raising to: Mr. Michael Poore, Director of University Development, TTU, Box 6047, Cookeville, TN 38505. TTU is an AA/EEO employer.

UNIVERSITY OF ARKANSAS AT MONTICELLO

Assistant Men's Basketball Coach/ Resident Director

Duties and Responsibilities: Responsible for assisting the men's head basketball coach in all phases of competing at the NAIA Division I level. These responsibilities will include: on-the-floor coaching, scoring, recruiting, administrative and academic counseling. This position will also include: maintaining and managing the basketball dormitory in half of 136 students. Duty areas include selection, training, and supervision of staff, advising hall government, programming, counseling and administrative/facilities management.

Qualifications: Master's Degree, basketball coaching experience, and prior residence life experience preferred.

Remuneration: \$16,000-\$18,500 (12 month position) Position includes an apartment, meal plan, and university benefits.

Applications: Submit letter of application, résumé, and names, addresses and telephone numbers of references to:

Lawrence Smithmier
Athletic Director
P.O. Box 3066, UAM
Monticello, AR 72520

Position will remain open until filled. Initial review of applications will begin July 1.

The University of Arkansas at Monticello is a member of the University of Arkansas System and is a multi-purpose institution offering bachelors and masters degrees. The University has six enrollment centers and a faculty of 1,000. The University is a member of the North Central Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, the National League of Nursing, the Society of American Foresters, National Association of Schools of Music, and National Association of Sports and Physical Education.

AN EEO/AA EMPLOYER

ASSISTANT DIRECTOR OF STUDENT ACTIVITIES



**Ball State
University**

Muncie, Indiana

Position available July 1, 1992 for an Assistant Director of Student Activities. Individual will direct and advise Student Voluntary Services, assist in meeting the needs of faculty advisors of student organizations, coordinate the communication program and advise the Non-Traditional Student Association, assist in student orientation, teach developmental, and administer student organization budgets. Minimum Qualification: Master's degree in student personnel or related field; evidence of skills in communication, advisement, and program development. Prefer at least one year of professional experience in higher education. Salary range \$22,000-\$24,500. Send letter of application, résumé, and names, addresses, and telephone numbers of three references to: Dr. Barbara Jones, Associate Vice President for Student Affairs, Student Life, Student Center 224, Ball State University, Muncie, IN 47306. Review of applications will begin June 8, 1992 and will continue until the position is filled.

The position is available July 15, 1992. Please send letter of application and supporting credentials, as well as the names, addresses and phone numbers of three recommenders by June 15, 1992 to:

Maria O'Loughlin
Director of Admissions, William Smith College
Geneva, New York 14456

Hobart and William Smith Colleges are an Equal Opportunity Employer

BLOOMSBURG UNIVERSITY

Coordinator of Reference Services

Coordinator of Reference Services and Assistant/Associate Professor. Responsible for collection development, reference services, participation in Reference Services Committee, and other reference services; participation in Reference collection development, and library guide preparation, online database searching, reference collection development, and reference services. Requirements: ALA-accredited MLS; second Master's or other advanced degree in library science; and 2 years of professional experience in reference services. Salary: competitive and dependent on experience. The library houses approximately 450,000 volumes and 100,000 microforms. Applications will be accepted until the position is filled. The review process will begin June 20, 1992. Send letter of application, résumé, and names, addresses, and telephone numbers of three professional references to: Charles L. Lumpkin, Library and Screen Committee, Haney Library, Bloomsburg University, Bloomsburg, PA 17815. Applications will be reviewed beginning July 27 and continue until the position is filled. Dr. Lucius P. Ellsworth, Office of the Vice Chancellor, Clinch Valley College, Wise, Virginia 24291. EOE/LA employer.

Librarian, Assistant, and Commonwealth Librarian, Yale University Library. Minimum rank: Librarian II. Responsible for the development and management of collections in one or more Western European languages. Strong organizational and effective interpersonal skills. A record of significant scholarly and professional achievement is expected. Salary: \$27,000. Full benefits package and experience. Full benefits package including 22 vacation days, comprehensive health care, retirement and some relocation assistance, evaluation and placement services, and other professional development opportunities. Five letters of recommendation will be accepted until the position is filled. Please send letter of application, résumé, and names, addresses, and telephone numbers of three professional references to: Dr. Lucy Turner, Director, Library Personnel Services, Yale University Library, P.O. Box 20520, New Haven, Connecticut 06520. EOE/Affirmative Action Employer.

Librarian: Assistant Director of Public Services, Department of Special Collections, University of Virginia. Responsible for planning, coordinating and supervising Public Services. Department includes: reference, circulation, serials, bibliographic instruction and on-line database searching. Teaching of library science courses required. Share

evening duties with other librarians. An ALA-accredited university is required. The ability to work and communicate effectively with students, faculty, and staff is essential. Must have ability to work and communicate effectively with students, faculty, and staff. Salary: competitive and dependent on experience. Full benefits package including 22 vacation days, comprehensive health care, retirement and some relocation assistance, evaluation and placement services, and other professional development opportunities. Five letters of recommendation will be accepted until the position is filled. Please send letter of application, résumé, and names, addresses, and telephone numbers of three professional references to: Dr. Lucy Turner, Director, Library Personnel Services, Yale University Library, P.O. Box 20520, New Haven, Connecticut 06520. EOE/Affirmative Action Employer.

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UNIVERSITY OF CALIFORNIA, LOS ANGELES

ASSOC. DIRECTOR, Executive and Fully Employed MBA Program

Duties and Responsibilities: Responsible for assisting the men's head basketball coach in all phases of competing at the NAIA Division I level. These responsibilities will include: on-the-floor coaching, scoring, recruiting, administrative and academic counseling. This position will also include: maintaining and managing the basketball dormitory in half of 136 students. Duty areas include selection, training, and supervision of staff, advising hall government, programming, counseling and administrative/facilities management.

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AN EEO/AA EMPLOYER

UCLA Anderson School of Management

Ms. Elena Marquez

Director of Personnel

Room 3320 AGSM

Los Angeles, California 90034-1481

ASSISTANT DIRECTOR OF STUDENT ACTIVITIES

Plainfield Public Schools

504 Madison Ave., Plainfield, NJ 07043

on equal opportunity/affirmative action employer

Plainfield Public Schools, a progressive Central NJ Urban K-12 School System, has challenging and diversified careers available for qualified administrators for the 1992-93 school year.

Program Specialist

Department of Conferences & Institutes

DIVISION ON CONTINUING STUDIES

This 12-month position (effective July 1, 1992) requires an individual possessing a NJ School Administrator's certificate; advanced degree in education or related field; and Central Office experience as Assistant Superintendent or Director of Curriculum. Salary: negotiable.

Deputy Superintendent of Schools

This 12-month position (effective July 1, 1992) requires an individual possessing a NJ School Administrator's certificate; advanced degree in education or related field; and Central Office experience as Assistant Superintendent or Director of Curriculum. Salary: negotiable.

Supervisor of Secondary Education

This 12-month position (effective immediately) requires an individual possessing a NJ Supervisory certificate, and minimum three years experience as Special Education Teacher or Child Study Team member. Salary Range: \$56,910 to \$68,322.

Positions offer a comprehensive benefits package. Interested and qualified candidates should submit resume, copy of certification and degrees, two letters of reference and a one-page statement of educational philosophy by June 5th, 1992 to Mrs. Eloise Bryant Tinley, Supervisor of Personnel.

Ball State University is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Coordinator of Reference Services

Coordinator of Reference Services and Assistant/Associate Professor. Responsible for collection development, reference services, participation in Reference Services Committee, and other reference services; participation in Reference collection development, and library guide preparation, online database searching, reference collection development, and reference services. Requirements: ALA-accredited MLS; second Master's or other advanced degree in library science; and 2 years of professional experience in reference services. Salary: competitive and dependent on experience. The library houses approximately 450,000 volumes and 100,000 microforms. Applications will be accepted until the position is filled. The review process will begin June 20, 1992. Send letter of application, résumé, and names, addresses, and telephone numbers of three professional references to: Charles L. Lumpkin, Library and Screen Committee, Haney Library, Bloomsburg University, Bloomsburg, PA 17815. Applications will be reviewed beginning July 27 and continue until the position is filled. Dr. Lucius P. Ellsworth, Office of the Vice Chancellor, Clinch Valley College, Wise, Virginia 24291. EOE/LA employer.

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Supervisor of Secondary Education

This 12-month position (effective immediately) requires an individual possessing a NJ Supervisory certificate, and minimum three years experience as Special Education Teacher or Child Study Team member. Salary Range: \$56,910 to \$68,322.

Positions offer a comprehensive benefits package. Interested and qualified candidates should submit resume, copy of certification and degrees, two letters of reference and a one-page statement of educational philosophy by June 5th, 1992 to Mrs. Eloise Bryant Tinley, Supervisor of Personnel.

Ball State University is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Program Manager for the Illini Union University of Illinois at Urbana-Champaign

Applications are now being accepted for one Program Manager position for the Illini Union at the University of Illinois at Urbana-Champaign. Program Managers are members of the Program Department and responsible for the Program Department's activities, such as a Day Fashion Show, Day's Day Variety Show, craft fair, Home Art gallery arts, travelettes, Block T cheering section, calendar book, concerts, lectures, Fall and Spring Musicals, Cultural Events Committee, College Bowl, and International Fair.

An advisor to student volunteers, the Program Manager works closely with members of the Illini Union Board, providing them with input and direction on recruitment, personnel management, leadership skills, program planning, and administration; and on-site events and programs, coordinating all aspects of the budget and budgets. The Program Manager maintains complete records for reference and continuity, maintains financial records and prepares necessary reports; communicates University and State policies, evaluations and procedures to the volunteer staff; and serves as liaison with other departments and University units. Weekend and evening hours required.

Minimum Qualifications: BA required, plus two years' experience in student activities programming at a student or professional and possession of a genuine commitment to student development. Experience in a college union/student activities setting is preferred. Ability to relate to and work with diverse students is essential.

Position is full-time with a starting date of August 3, 1992. Salary commensurate with experience.

In order to ensure full consideration, a letter of application, resume and three letters of reference should be sent to:

Ivor Emmanuel, Chair
Program Manager Search Committee
University of Illinois
1401 West Green Street
Urbana, IL 61801
(217) 344-8132

Deadline for receipt of application materials is June 24, 1992 or until an acceptable candidate is identified. Persons of diverse backgrounds are encouraged to apply.

The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

The Illini Union

STUDENT AFFAIRS / University of Illinois at Urbana-Champaign

DIRECTOR OF GIFT AND ESTATE PLANNING

Seeking a vital, experienced individual to direct Gift and Estate Planning Program. Will be a senior professional in the Capital Gifts and Endowments staff and a member of the Vice President for University Advancement's management group. The candidate will have uncoordinated interpersonal skills, be a highly effective leader and demonstrate high levels of energy and initiative. A desire to have a significant personal involvement in planned giving, trust management, or financial planning, and can expect to travel extensively. Send letters of inquiry and resumes by June 8, 1992 to:

Mrs. Dorothy H. Birner
Director
Development Programs

MU Marquette University

1212 West Wisconsin Avenue
Milwaukee, WI 53233

An Affirmative Action, Equal Opportunity Employer

ASSISTANT REGISTRAR Raritan Valley Community College

To assist in all responsibilities associated with the Registrar's functions, including preparation of master schedule, maintenance of academic records, verifying academic standing for graduation, etc.

Master's degree in Student Personnel Services or a related field preferred; bachelor's degree required as well as prior experience in an Admissions or Registrar's Office.

Send letter of application & resume to be received by 6/9/92 to: Personnel Office, Raritan Valley Community College, P. O. Box 3500-C, Somerville, NJ 08876. AA/EOP.

Music: Violinist/Coordinator of String Program. A tenure-track assistant professorship is required. Must be able to teach violin, viola, cello, and bassoon. Master's degree required. Doctorate preferred. Conducting and recruiting skills desired. Must be able to teach string instruments and music theory. Research in research-related liberal arts college. Send request for vacancy notice to Dr. Donald C. Brown, Chairman, Department of Music, William Jewell College, Liberty, Missouri 64065.

Music: Saxophone or Bassoon. Start August 15, 1992. Doctorate preferred. Master's required. Rank and salary commensurate with qualifications and experience. Perform with a community Suzuki program. Master's degree required. Perform teaching and string orchestra. Tenure-track position in established Suzuki program. Instructor rank. University benefits apply. \$10,000 university salary plus stipend. Send application and resume through Suzuki program. Send application and resume. (copies acceptable).

Three letters of recommendation, audio/video tapes (applied performance and concert), transcripts (copies acceptable), three letters of recommendation from faculty, supporting material to: Dr. William D. Holmes, Chair, Department of Music, Arkansas State University, P.O. Box 7700, State University, Arkansas 72467. Application deadline is June 10, 1992 until position is filled. AA/EOP.

Music: Strings (half-time position with additional half-time in community Suzuki program). Master's degree required. Performing violin with recommended Suzuki program. Instructor rank. University benefits apply. Send application and resume through Suzuki program. Send application and resume. (copies acceptable).

EMORY UNIVERSITY Office of Greek Life COORDINATOR OF GREEK LIFE Residential Programs and facilities

The Coordinator of Greek Life serves as the Assistant to the Director of Greek Life, and is responsible for assisting the Director in advising Emory's Greek National fraternities and sororities. Additional responsibilities include assisting in advising the Interfraternity and Intercooperative Councils, advising Emory's Order of Omega chapter, planning and implementing educational programs for Greek life, and assisting the Director of Greek Life in chapters, communicating with National offices, directing the Greek Life Assistant program, advising the IFC and IFCA boards, and investigating conduct matters. In addition to Greek-related affairs, the Coordinator functions directly as a resource for the Division of Residential Life, the Division of Health Services, and the Division of Campus Life. Periodic on-call responsibilities are required. This is a live-on, 12 month position.

Qualifications: A Master's degree in student personnel, higher education, counseling, or related areas; Bachelor's degree and minimum work experience, including previous membership and/or direct advancement of Greek-letter organizations and someone who can demonstrate strong commitment and enthusiasm, high energy level, and successful practical work experience on the undergraduate and/or master's level. Must be able to communicate effectively with students and faculty.

Send letter of application, resume, and three letters of reference with phone numbers to:

EMORY UNIVERSITY
DUKE AWARDER B
Attention: Director of Greek Life
c/o Linda Houston
ATLANTA, GA 30322

Applications will be accepted until the position is filled.
The starting date is July 1, 1992.

Emory University is an Equal Opportunity, Affirmative Action Employer

SOUTHERN CONNECTICUT STATE UNIVERSITY Director of Health Services

Applications are invited for the position of Director of Health Services at Southern Connecticut State University. Located in historic New Haven, the University offers access to cultural and educational advantages in one of the most livable areas of the nation.

RESPONSIBILITIES: The Director directs and supervises the various aspects of health care for students in the residence hall and provides, along with faculty, primary ambulatory and inpatient services for students and emergency care for the entire university community. Health is involved in a broad range of residential programs and services with the assistance of a Division of Residential Health peer ministers. Additional responsibilities include managing the residence life budget, developing and maintaining summer housing programs, and developing and managing a multi-purpose activity facility located in a residence hall.

Qualifications: Reporting to the Dean of Student Life, the Director of Residential Life is responsible for the development and overall management of two residence halls housing approximately 400 undergraduate students. A live-in position is required. The supervisor one hall director and 12 resident assistants.

Additional responsibilities include:

• Overseeing the development and implementation of residential programs and services for students;

• Communicating with National offices, directing the Greek Life Assistant program, advising the IFC and IFCA boards, and investigating conduct matters. In addition to Greek-related affairs, the Coordinator functions directly as a resource for the Division of Residential Life, the Division of Health Services, and the Division of Campus Life. Periodic on-call responsibilities are required. This is a live-on, 12 month position.

• Qualifications: Five years of experience in the private practice of medicine or health care administration, an M.D. and the ability to obtain medical licensure are required.

The position is a twelve-month administrative appointment with a highly competitive salary and an excellent benefit package including full tuition waivers in the Connecticut State University System for the employee, employee's spouse, and unmarried dependents under age 25.

Deadline for receipt of letter of application, resume, and a list of three references is June 12, 1992. Send to:

Roger J. Berg
Executive Dean
Engleman 136
Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515

An Equal Opportunity, Affirmative Action Employer

BULLETIN BOARD: Positions available

College of St. Francis

500 Wilcox Street • Joliet, Illinois 60435

DIRECTOR OF RESIDENCE LIFE

Position is available for the Director of Residence Life. Reporting to the Dean of Student Life, the Director of Residential Life is responsible for the development and overall management of two residence halls housing approximately 400 undergraduate students. A live-in position is required. The supervisor one hall director and 12 resident assistants.

RESPONSIBILITIES: The Director directs and supervises the various aspects of health care for students in the residence hall and provides, along with faculty, primary ambulatory and inpatient services for students and emergency care for the entire university community. Health is involved in a broad range of residential programs and services with the assistance of a Division of Residential Health peer ministers. Additional responsibilities include managing the residence life budget, developing and maintaining summer housing programs, and developing and managing a multi-purpose activity facility located in a residence hall.

Qualifications: Reporting to the Dean of Student Life, the Director of Residential Life is responsible for the development and overall management of two residence halls housing approximately 400 undergraduate students. A live-in position is required. The supervisor one hall director and 12 resident assistants.

RESPONSIBILITIES: The Director of Intercollegiate Athletics is responsible for all fund-raising and alumni relations programs. As a leader, the Director must be committed to student development within a small school and report and be sensitive to the values and traditions of a Catholic school.

Qualifications: A master's degree in student personnel, higher education, counseling, or related areas; Bachelor's degree and minimum work experience, including previous membership and/or direct advancement of Greek-letter organizations and someone who can demonstrate strong commitment and enthusiasm, high energy level, and successful practical work experience on the undergraduate and/or master's level. Must be able to communicate effectively with students and faculty.

Salary is commensurate with experience and responsibilities. Dana Hall School is an equal opportunity and affirmative action employer.

Send letter of application, current vita, and three professional references by June 15, 1992 to:

Office of the Headmaster
Dana Hall School
45 Dana Road
Wellesley, MA 02181

SOUTHERN CONNECTICUT STATE UNIVERSITY Director of Intercollegiate Athletics

Applications are invited for the position of Director of Intercollegiate Athletics at Southern Connecticut State University. Located in historic New Haven, the University offers access to cultural and educational advantages in one of the most livable areas of the nation.

The University's intercollegiate program includes 12 men's teams and 11 women's teams and competition at the NCAA Division II level. Over the years, Southern has developed a tradition of being highly competitive at both the national and Olympic levels.

Southern maintains an outstanding athletic program, including a highly competitive football team, and excellent coaching staff and athletic facilities. Among these facilities are an indoor swimming pool, a new outdoor multi-purpose, artificially-lituated playing field.

RESPONSIBILITIES: The Director of Intercollegiate Athletics is responsible for all fund-raising and alumni relations programs. As a leader, the Director coordinates all athletic scheduling and ensures compliance with the rules and regulations governing the operation of the athletic program including adherence to NCAA rules.

The Director also monitors the eligibility of students and recommends to the Intercollegiate Affairs Board any changes in policies and procedures for implementing the general athletic philosophy of the University. This person also represents the University with the conferences and appropriate organizations.

Qualifications: A baccalaureate degree; coaching experience, preferably on the collegiate level; administrative experience in intercollegiate athletics; evidence of ability to be successful in marketing and fund raising; an understanding of the role of a Division II athletic program; strong oral and written communication skills; commitment to follow the letter and spirit of NCAA rules and affirmative action policies.

The position is a twelve-month administrative appointment with a highly competitive salary and an excellent benefit package including full tuition waivers in the Connecticut State University System for the employee, employee's spouse, and unmarried dependents under age 25.

Deadline for receipt of letter of application, resume, and a list of three references is June 12, 1992. Send to:

Martin I. Curry
Executive Dean's Office
Engleman 136
Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515

An Equal Opportunity, Affirmative Action Employer

Associate Director Global Studies Research Program University of Wisconsin - Madison

The Global Studies Research Program (GSRP) invites applications for the position of Associate Director. GSRP encourages interdisciplinary research on comparative and global issues. The Associate Director will assist in the administration of (1) the MacArthur Scholars Program which supports graduate students doing research on the Third World; (2) publications program; (3) grant proposals; and (4) funding and budgeting activities.

The ideal candidate will have a Ph.D. in political science or related fields, extensive international experience in political economy, comparative politics, international relations or related fields.

Applicants should submit a letter of interest, a curriculum vitae, graduate transcripts, writing samples, and three letters of reference. The deadline for application is June 30, 1992. For additional information contact: Director Barbara Stallings at 608/265-2631 or Assistant Dean Catherine Mischewitz at 608/262-9070.

Wisconsin State Open Records law allows for the release of all positions, names, titles and/or occupations of applicants for all UW positions.

EOE/M/F/Vets/Disabled

EOE/M/F/Vets



Superintendent/President
Gavilan Joint
Community College District
Gilroy, California

Selected Qualifications

EDUCATION AND BACKGROUND

- A master's degree is required and a doctorate degree is preferred. Leadership capability and executive leadership experience in progressively responsible positions in higher education, preferably in a community college setting.
- POSITION PROFILE**
- Gavilan College seeks a president who is a successful leader with the following demonstrated qualifications:
- Knowledge of and commitment to the mission of community colleges
- A deep interest in teaching, learning, and educational innovation
- Understanding and sensitivity to cultural diversity and a desire to celebrate that diversity
- The ability to establish a sense of community among employees, community members and students, and to foster a climate which encourages teamwork
- Visionary and future-oriented higher educational leadership, with the ability to understand new and emerging needs of District communities and to develop and implement creative solutions to those needs
- Political astuteness, and the ability to effectively bring the needs of the District to the attention of the State Chancellor's Office, state and federal legislators, and local government agencies
- An understanding of the business community and the College's relationship to economic development
- Commitment to participation and shared governance that includes faculty, classified, trustees, and students, and an understanding of all elements of AB 1725
- A thorough understanding of community college fiscal matters, the ability to raise outside funding, and a skill in budget development and financial management
- Recognition of the important contributions of all employees
- Understanding of the planning process and the need to involve all college constituencies
- Commitment to collaborative, collegial bargaining in the academic setting
- The ability to work effectively with the Board of Trustees and an understanding of the roles of the Board and the Superintendent/President
- Commitment to nondiscriminatory and affirmative action
- Recruitment and retention of under-represented students and staff

PERSONAL CHARACTERISTICS

- (1) Personality that is open, trusting, imaginative, and collegial (2) Stamina and enthusiasm to hard work (3) Personal, visionary leadership (4) A sense of humor, (5) Concern for people

THE APPLICATION PROCESS

A letter of application responding to the selected qualifications as listed in this announcement. This includes education and background, position profile and personal characteristics, three names, addresses and telephone numbers of six to eight references to include supervisors (current or former), subordinates, faculty members, and colleagues.

Nominations and applications will be received until the position is filled. Because the Presidential Search Committee will begin screening candidates in mid-June, 1992, the submission of applications is encouraged prior to that date. Nominations, applications, and expressions of interest should be submitted to: Dr. John D. Randall, Presidential Search Committee, 5055 Santa Teresa Boulevard, Gilroy, California 95020-9599.

The applications will be reviewed by a screening committee representing the constituents of the District. The committee will select candidates to be interviewed and asked questions. They will recommend finalists to the Board of Trustees. The Board of Trustees will interview the finalists and make a selection sometime in July, 1992.

Gavilan College does not discriminate on the basis of race, sex, color, religion, national origin, age, handicap or disabled veterans status in the provision of educational services and programs, or in the employment process, pursuant to Federal and State statutes and regulations pertaining to unlawful discrimination. For information, contact: Dr. John D. Randall, 229 Calle del Verano, Palm Desert, California 92260; 619-568-0136.

An ACCT Search

CHANCELLOR
University of California
Irvine

The President and the Regents of the University of California invite nominations and applications for the position of Chancellor of the Irvine campus. The appointment will be effective on or about October 1, 1992.

The University of California Irvine is one of the nine campuses of the University. It has an enrollment of approximately 17,000 students, two-thirds of whom are graduate and health science students. UCI offers programs in a wide range of disciplines leading to the bachelors, masters, M.D., and Ph.D. degrees.

Located in the 400 miles south of Los Angeles, 5 miles from the Pacific Ocean on 1,489 acres of coastal foothills in Orange County, the campus lies amid rapidly growing residential communities and a dynamic national and multinational business and industrial complex. The UCI Medical Center, located off-campus in the City of Orange, is the major teaching hospital for the College of Medicine.

The Chancellor is the chief executive officer of the campus and is responsible to the President of the University. The Chancellor is a very high-level delegated position and is responsible for all aspects of campus administration. Candidates should have demonstrated experience in the administration of substantial and complex organizations, preferably research universities, and should have a strong scholarly record. Applications, accompanied by current resumes, and nominations may be addressed to:

The President
Attn: Search A
300 Park Drive
University of California
Oakland, California 94612-3550

and should be received no later than July 1, 1992 to be given full consideration.

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

**LAKE • CITY
COMMUNITY COLLEGE**

VICE PRESIDENT FOR STUDENT SUPPORT SERVICES

THE COLLEGE: Lake City Community College is a comprehensive, public community college offering transfer and vocational programs with an PTE of 2080. The College is located in Lakewood, Colorado, approximately 15 miles west of Denver and 45 miles east of Colorado Springs. The campus is nestled in one hundred acres of western pine with 25 modern campus buildings.

THE POSITION: Lake City Community College is seeking a dynamic, student centered individual to lead its student support programs. Responsibilities include admissions, registration and records, counseling, academic advising, financial aid, intramural athletics, student housing, recruitment, retention, outcomes, and coordination with instruction.

QUALIFICATIONS: Required: Bachelor's degree, minimum 5 years' community college experience, excellent interpersonal skills with knowledge of quality assurance techniques, expertise in grant writing, financial management, forecasting and strategic planning.

SALARY: Commensurate with qualifications and experience.

CLOSING DATE: June 30, 1992.

APPLICATION PROCEDURE: Send letter of application, resume, unofficial transcript, and three letters of reference to:

Human Resources Office
Lake City Community College
Route 3 Box 7
Lake City, FL 32058

Lake City Community College is an Equal Opportunity, Affirmative Action Employer and encourages women and minorities to apply.

teach performance courses with particular emphasis on acting, directing and voice production with dressing assignments of MUSI Theatrical Services Manager, MFA or equivalent professional experience required for appointment to Assistant Professor. Must have evidence of teaching experience in diverse multidisciplinary areas, including professional theatre. The candidate must demonstrate teaching at the undergraduate level, direct undergraduate productions, and teach general education courses in theater appreciation or drama, to fulfill load requirements (i.e., lecture, Lab, Seminar, Directed Study, etc.). Position begins September, 1992. Salary: \$25,000. Tuition, fees, travel, experience, and research grants available. Application and resume, at least three current letters of recommendation and official transcripts from the last three years. Mr. James C. Christian, Search Committee, Mr. Human Resources Department, Weber State University, Ogden, Utah 84401-1016. Searches for candidates will not begin prior to July 15, 1992. RUW is an AA/EEO employer.

RESPONSIBILITIES: The President, reports directly to the Board of Directors, and has overall authority and responsibility for both the Research and Education Programs of the Foundation, including ultimate oversight of the Foundation's clinical and laboratory research facilities.

QUALIFICATIONS: The successful candidate must have an earned doctoral degree, an established record of administrative accomplishment, experience in non-profit work, and a working familiarity with complementary therapies.

APPLICATIONS: Letters of application should include a current vita, the names and addresses of five references, and a sample of the candidates' written work.

Southern Sem
PRESIDENT

The President and the Regents of the University of California invite nominations and applications for the position of Chancellor of the Irvine campus. The appointment will be effective on or about October 1, 1992.

The University of California Irvine is one of the nine campuses of the University. It has an enrollment of approximately 17,000 students, two-thirds of whom are graduate and health science students. UCI offers programs in a wide range of disciplines leading to the bachelors, masters, M.D., and Ph.D. degrees.

Located in the beautiful Southern Shenandoah Valley, three miles off Interstate 81 and only six miles from Lexington, Southern Sem has a student/faculty ratio of 10:1 and provides a liberal arts program from which most graduates transfer to recognized senior institutions. The excellent riding/equestrian program is nationally known; the riding team has gone to the Intercollegiate Horse Association finals 13 consecutive years and has 8 times been crowned national champion.

The successful candidate must be oriented toward public visibility and fund raising and must at the same time be a proven manager/administrator/leader.

The President
Attn: Search A
300 Park Drive
University of California
Oakland, California 94612-3550

and should be received no later than July 1, 1992 to be given full consideration.

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

Southern Sem
PRESIDENT

Southern Seminary College invites nominations and applications for the position of president for the 125 year old independent women's college. The president is responsible for the legal operation of the college and reports directly to the Board of Trustees.

Located in the beautiful Southern Shenandoah Valley, three miles off Interstate 81 and only six miles from Lexington, Southern Sem has a student/faculty ratio of 10:1 and provides a liberal arts program from which most graduates transfer to recognized senior institutions. The excellent riding/equestrian program is nationally known; the riding team has gone to the Intercollegiate Horse Association finals 13 consecutive years and has 8 times been crowned national champion.

The successful candidate must be oriented toward public visibility and fund raising and must at the same time be a proven manager/administrator/leader.

The President
Attn: Search A
300 Park Drive
University of California
Oakland, California 94612-3550

and should be received no later than July 1, 1992 to be given full consideration.

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

BULLETIN BOARD: Positions available

**West Valley-Mission
Community College District
SARATOGA, CALIFORNIA**

SEARCH FOR A CHANCELLOR

West Valley-Mission Community College District, Dr. Gustavo A. Mellander has been appointed Professor and Director of the Center for Community College Leadership at George Mason University.

The Board of Trustees invites nominations and applications for the position of Chancellor. The Chancellor is the chief executive officer of the District in cooperation with the Board of Trustees. The Chancellor is a locally elected school member of the Board of Trustees.

Candidates must provide evidence of strong leadership and direct experience in the administration of a public or private educational program, a university continuing education division, or a Federal training and development operation. Desired qualifications include a knowledge of government administration and a doctorate in public administration, business administration, political science, or a closely related field.

Candidates should submit an "Application for Federal Employment," Standard Form 171, marked by July 1, 1992, to the address below. Copies of this form may be requested from the Office of Personnel Management, 202-608-4315, please reference 72-SSES-009.

U.S. Office of Personnel Management
ATT: SES Recruit
Office of Personnel Management
1900 E St. NW
Washington, DC 20415

The Office of Personnel Management is an equal opportunity employer.

The Federal Executive Institute

DIRECTOR

The U.S. Office of Personnel Management (OPM) is recruiting to fill the position of Director, The Federal Executive Institute (FEI), a residential advanced study center for key Federal executives located in Charlottesville, VA. This position is in the Senior Executive Service. Salary is negotiable from \$90,000 to \$112,100. The person appointed will also be eligible for bonuses and financial awards based on performance.

The individual sought will provide executive education leadership in staff selection and development, curriculum planning and design, development and delivery of innovative teaching methodologies, and management of a residential facility for housing and feeding participating executives.

Candidates must provide evidence of strong leadership and direct experience in the administration of a public or private executive development program, a university continuing education division, or a Federal training and development operation. Desired qualifications include:

• A master's degree from an accredited institution (an earned doctorate preferred).

• Extensive senior level, postsecondary administrative experience. At least two years in a community college is preferred.

• Extensive postsecondary teaching experience. Community college experience is preferred.

• Demonstrated ability to effectively interact with persons of diverse socio-economic and ethnic backgrounds.

Selection Process:

• Selections are needed for any candidate to have full consideration:

• One year of application;

• Preferred Application for Certified Management Employment*;

• Statement of educational, community and professional experience;

• Completed supplemental questionnaire;

• References, addresses and telephone numbers, of five references to include a broad representation of subordinates, faculty members and colleagues;

• Transcripts and applications will be received until the position is filled.

• Selections will begin its formal screening process by June 17, 1992, all day.

• Letters are encouraged to apply by 5 p.m. on that day.

• Employment announcement, application and supplemental question-

naire will be available.

• An earned doctorate or appropriate experience that provides equivalent strength.

• Demonstrated commitment to student concerns.

• Salary is competitive and commensurate with experience and qualifications.

It is anticipated that the president will assume his or her duties by September 1, 1992.

The Board of Trustees of the "Academy" seeks a President for this start-up, non-profit organization (501-c-3), which has been created to provide cutting-edge technical, educational, technical assistance and consultative services to the Cincinnati Public Schools, the Hamilton County Schools and the Cincinnati Parochial Schools.

The President will facilitate the transportation of area schools into student-centered organizations that define learning outcomes and provide the community support for their mastery.

The successful candidate will be committed to staff development as a primary agent for reform in today's schools. Significant exposure to preK-12 education, a solid understanding of teaching and learning, and a sensitivity to multiculturalism are required. Needed as well are the skills to conceptualize and clearly communicate a new vision for staff development in metropolitan Cincinnati schools.

The application deadline is June 19, 1992. Required materials include a letter of application addressing the applicant's interest in and qualifications for the position, a resume, and the names of three references.

Please address nominations, inquiries, and applications to:

Mr. Tony N. Brown
Human Resources Employment
West Valley-Mission Community College District
14000 Fruitvale Avenue
Saratoga, California 95070-5698
(408) 741-2000

AA/EOE

PRESIDENT

Hamilton County Human Resource Development Academy
("Academy")
(Cincinnati, OH)

The Board of Trustees of the "Academy" seeks a President for this start-up, non-profit organization (501-c-3), which has been created to provide cutting-edge technical, educational, technical assistance and consultative services to the Cincinnati Public Schools, the Hamilton County Schools and the Cincinnati Parochial Schools.

The President will facilitate the transportation of area schools into student-centered organizations that define learning outcomes and provide the community support for their mastery.

The successful candidate will be committed to staff development as a primary agent for reform in today's schools. Significant exposure to preK-12 education, a solid understanding of teaching and learning, and a sensitivity to multiculturalism are required. Needed as well are the skills to conceptualize and clearly communicate a new vision for staff development in metropolitan Cincinnati schools.

The application deadline is June 19, 1992. Required materials include a letter of application addressing the applicant's interest in and qualifications for the position, a resume, and the names of three references.

Please address nominations, inquiries, and applications to:

Mr. Susan N. Jenkins
Stockwell & Associates
1500 One Twenty Tryon Plaza
Charlotte, NC 28203
Tel: 704/372-1845; Fax: 704/372-8950

Consideration of well-qualified candidates begins immediately. The "Academy" is an equal opportunity employer.

Classified Advertising Insertion Order

Display Classified

Regular Classified

Column(s) x _____ inches or Alphabetical Listing

Date(s) of insertion

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End Paper



The Medieval Celebration of Spring

SPRING WAS THE SEASON most extensively celebrated by medieval writers. As defined by the *Secretum Secretorum*, spring began when the sun entered the sign of Aries in mid-March and ended when it entered the sign of Cancer in mid-June. Its characteristics are described as delightful:

"The air waxes clear, the winds blow softly, snows dissolve, rivers run. Springs surge up among the mountains, moisture is drawn to the tree-top, branches bud; seeds sprout, grains spring, meadows grow green. Flowers are fair and fresh, trees are clad with new leaves, and the soil is arrayed with herbs and grasses. Beasts beget offspring, pastures are covered with growth and resume a new vigour, birds sing, and the nightingale's song sounds and re-echoes."

The text above is by Marie Collins, a lecturer in English, and Virginia Davis, a lecturer in history, both at the University of London. It is excerpted from A Medieval Book of Seasons, published by HarperCollins.

Oppose the President's order showing more about legitimizing what they do about helping us, the victims."

Fetal-gene transplantation research is the only controversial provision in the compromise bill. The legislation would prohibit the Secretary of the Department of Health and Human Services from "ethical concerns to withhold federal funds from research that has been approved under the merit-review system."

Bills Blocked
Under the legislation, the only way for Congress to block such a grant would be to convene an ethics advisory board that would vote on the matter.

Over the past three years, Health and Human Services Secretary Louis W. Sullivan has denied federal funds for two surveys of sexual behavior. Social scientists say that the surveys would gather information on curbing teen-age pregnancies and spread of AIDS and other sexually transmitted diseases.

The bill forbids the NIH from supporting its two surveys, one of which has gathered information on sex patterns of teen-agers. It requires the head of the National Institute of Child and Human Development at the NIH to support a \$3-million longitudinal study of adolescent health. The study will follow female and male adolescents.

Continued on Page A25

US Urged to Limit Researchers' Access Research It Pays For

By SCOTT JASCHIK

WASHINGTON
Government agencies need policies to prevent foreign companies from gaining inappropriate access to the results of federally funded research at American universities, a new report says.

The report found that of 35 universities that were among the top 25 recipients of grants from either the National Science Foundation or the National Institutes of Health, 18 had programs in which selected businesses—for a fee—could gain access to the results of research before they were publicly available.

Of those 18 institutions, the report said, 14 had foreign companies in their programs.

The report was prepared by the General Accounting Office, the investigative arm of Congress. Rep. Ted Weiss, a New York Democrat who requested the report, said its results were "profoundly disturbing" because they show how federally funded research benefits individuals and private companies, including foreign companies, "especially at the expense of the American taxpayer."

Panel Held Hearings

Mr. Weiss asked the GAO to study the issue in 1990 after the House Subcommittee on Human Resources and Intergovernmental Relations, which he chairs, held hearings on the issue. The report will be issued this week.

University officials have generally de-

Continued on Page A24

A 'TAINTED' PROCESS?

Rejection of 2 Proposals by Acting Head of Arts Endowment Spawns Protests, Questions About Accepting Agency Support

By STEPHEN BURD

Peter Stitt was ready to let bygones be bygones and ask the National Endowment for the Arts to support *The Gettysburg Review*, the literary quarterly he edits at Gettysburg College.

In July 1990, Mr. Stitt turned down a \$4,500 grant to protest the agency's requirement that applicants sign a pledge not to use the funds for work that might be considered obscene. He has not sought a grant since the pledge was removed in November 1990, but now he thought it might be time to forgive and forget. Now he's not sure.

Anne Imelda Radice, the NEA's acting chairwoman, has spurred Mr. Stitt and other college arts administrators and journal editors to question once again whether they can work with the endowment without compromising their academic and artistic freedom.

'Difficult Subject Matter'

Just two weeks after becoming acting chairwoman of the endowment, Ms. Radice rejected two grants for university art centers even though both had been recommended by peer reviewers and her advisory board. The grants were for the List Visual Arts Center at the Massachusetts Institute of Technology for an exhibit called "Corporal Politics" and for the Anderson Gallery at Virginia Commonwealth University for an exhibit called "Anonymity and Identity."

She added: "I feel that she has distorted the content of our exhibition, which is essentially about the alienation of the individual in contemporary society. It uses fragmented sculptural body parts to express a sense of alienation

and isolation that is very much part of what people are experiencing in our country."

The rock band Aerosmith announced last week that it will provide the List Center with the \$10,000 it lost when the acting chairwoman rejected the grant.

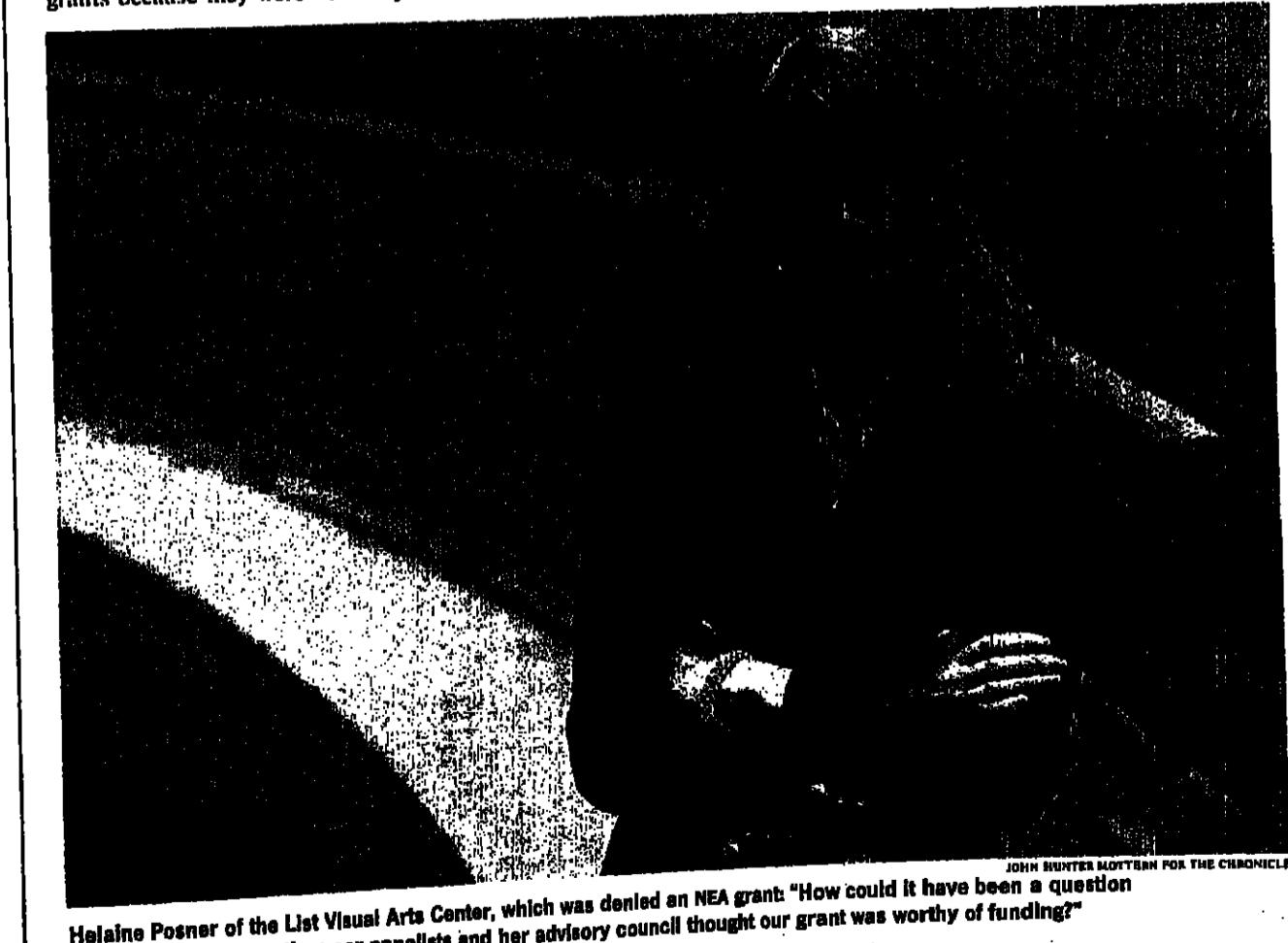
Beacon Press Rejects Grant

Ms. Radice's rejection of the grants marked the first time since 1988 that the chairman of the NEA had overridden a decision made by the advisory council. Her action has electrified the arts world. In protest, the Beacon Press, one of the nation's oldest publishers, announced that it would not accept a \$39,000 grant that it had been awarded.

Murry N. DePillars, dean of the School of Arts at Virginia Commonwealth University, announced that he would not serve on a peer panel that was scheduled to meet last week. And for the first time in the history of the NEA, a sitting peer-review panel—the 1993 Visual Arts Sculpture Fellowship panel—decided to disband rather than finish its work. The panel said in a statement: "Over the course of this week, it has become abundantly clear that the process of the peer-panel review has been severely compromised and placed in great jeopardy."

Said Ronald Jones, a member of that panel and an assistant professor of sculpture at Yale University: "I would encourage universities and colleges to take a hard look at Anne Radice's posi-

Continued on Page A23



Pennsylvania Private Colleges Fight Governor's Plan to Cut Aid

Continued From Page A20

is particularly bitter, but it is not unusual. Although no other states that provide direct grants to private colleges are proposing a total elimination, the recession has made those institutions vulnerable.

"Actions like Pennsylvania's are a reflection of the times," says Allen P. Splete, president of the Council on Independent Colleges.

New York State, for example, made deep cuts in the amount of direct aid funneled to private colleges and universities for the next fiscal year.

21 States Provide Payments

Robert O. Berdahl, a professor of higher education at the University of Maryland at College Park and an observer of trends in direct payments to private colleges, says: "I would think the state appropriations to private higher education ought to go through the same cutbacks as public funds, but that doesn't mean the total ending of them."

William Zumeta, associate professor in the University of Washington's Graduate School of Public Affairs, says that direct aid to private colleges evolved out of the belief that it costs less to support existing private-college programs than it does to develop or expand public-college programs. In a study he conducted, Mr. Zumeta found that 21 states—most of them in the East—provided direct payments to private colleges.

College officials say the money is crucial. Illinois, for example, is giving more than \$30-million to private colleges in direct aid in this fiscal year. Dave W. Treter, director of research for the Federation of Independent Illinois Colleges and Universities, says that much of the money goes to strengthen minority-student recruitment and retention programs and to health-sciences and engineering programs.

In Pennsylvania, Governor Ca-



The U. of Pennsylvania says that if lawmakers pass Gov. Robert P. Casey's budget, the class entering the School of Veterinary Medicine this fall will be the last to graduate.

ADDITION GEAR FOR THE CHRONICLE

sey's proposed higher-education budget reflects a 3.5-per-cent reduction in spending on the public colleges. The Governor has said that his proposed \$14.2-billion in state spending, which cuts expenses by \$603-million, was necessary to assure a balanced budget, as required by state law.

A Lot of Tough Choices'

Says John Taylor, a spokesman for Mr. Casey: "The Governor had to make a lot of tough choices, and one of them was that the state focus its limited resources on public institutions of higher learning and not the private institutions."

Despite that argument, several public-college presidents—including Joab L. Thomas of Pennsylvania State University and Peter J. Lincolns of Temple University—are lobbying against the cuts to pri-

vate colleges. Says Gary B. Young, president of the Pennsylvania Association of Colleges and Universities: "I think all of us recognize that the higher-education enterprise is interrelated, and so we are supportive of one another's priorities."

But some observers outside of higher-education complain that the private colleges can afford to offset any losses in state aid by tapping their endowments. That criticism is directed especially at the University of Pennsylvania, which is in the midst of a \$1-billion fund-raising campaign.

"Penn officials argue that just as the state got what it paid for, so will it no longer get what it doesn't pay for. Meanwhile, God forbid Penn should pay for any of these things out of its \$850 million—soon to be almost \$1.85 billion—endowment," says Mr. Breslin of Drexel.

"It was unanticipated."

Marna C. Whittington, senior vice-president at Penn, warns that if lawmakers pass the Governor's budget, the class entering the university's School of Veterinary Medicine this fall will be the last to graduate.

The presidents concede that they also must win over legislators from other parts of the state who may view the direct aid as a plum for Philadelphia that their districts do not receive.

Meanwhile, the University of Pennsylvania's base of support in the city has been threatened by criticism from some city officials who say the university does not award enough scholarships to local high-school students.

Amid all the debate, private-college presidents say they will spend time in the coming weeks visiting legislators at the Capitol and at their district offices to tell them about the importance of their institutions to the state's overall health. Besides visits, efforts may include letter-writing and phone-calling campaigns by college officials, students, and alumni.

Specific Earmarks

The bill identifies only four specific university earmarks for education. They include \$750,000 for Appalachian-hardwoods research at West Virginia University; \$300,000 for a road at North Dakota State University; \$30,000 for seedless-table-grape research at the University of Arkansas; and \$49,000 for integrated orchard management at the University of Vermont.

President Bush had proposed eliminating dozens of similar programs.

One point they hope to drive home, the presidents say, is that the direct aid the colleges receive pales in comparison with the economic benefits they provide. Five of the state-aided institutions—Penn, Thomas Jefferson, Hahnemann, the Medical College, and Drexel—are among the top 20 employers in Philadelphia, a city that itself has been near bankruptcy.

Together, the institutions provide more than 40,000 jobs.

"As president, I feel overwhelmed at the kind of reductions we'll have to look at," he says. "This is very abrupt; to say, '100 per cent, gone,' " Mr. Paroo adds.

"Instead, the bill would require the NSF to cut \$2-million from its research budget. In a report that accompanies the

STATE NOTES

■ Mississippi Senate blocks nominees to college governing board

■ N.C. Governor angers universities with proposal on overhead

The Mississippi State Senate has refused to confirm three nominees of Gov. Kirk Fordice to the Board of Trustees of State Institutions of Higher Learning.

Legislators said the nominees were not suitable qualified. But an aide to Mr. Fordice, a Republican, said the Governor did not believe that the objections raised by legislators were valid.

One nominee, Thelma Rush, withdrew from consideration when her qualifications were questioned because she lacks a four-year-college degree. The nominations of two others, Michael R. Smith and Howard Clark, died when the Senate adjourned without voting on them.

Mr. Smith, whose company holds a contract with employees of Mississippi State University, was challenged on grounds that

his business might create a conflict of interest.

Dr. Clark, a physician, was suspended from participating in the Medicaid and Medicare programs in the early 1980's for allegedly admitting patients to hospitals for questionable reasons.

He denied wrongdoing and said the charges were political, but his nomination was opposed by many doctors in the state. —GOLDIE BLUMENSTYK

North Carolina Gov. James G. Martin last week said he would try to work out a compromise with public universities in a conflict about overhead payments.

Earlier in the week, the Republican Governor proposed that the state keep \$16.8-million in federal overhead receipts re-

sulting from university projects in the 1991-92 academic year instead of returning them to the campuses that had generated the money. Federal agencies reimburse universities for the indirect—or overhead—expenses associated with research projects that receive U.S. funds.

In North Carolina, 30 per cent of all overhead receipts traditionally have been retained by the state. But the General Assembly agreed to an annual decrease in the proportion of receipts that the state would keep.

In the 1992 fiscal year, the state was to keep only 25 per cent of the receipts. Instead, it retained 50 per cent. In the 1993 fiscal year, the state was to keep only 20 per cent of the receipts, but because of a tight budget, Mr. Martin proposed a 50-50 split.

—JOYE MERCER

Government & Politics

that Hahnemann probably will not be able to recoup through private donors what it will lose from the state.

"Donors are very reluctant to donate funds for operating expenses, and many gifts come with restrictions on how they may be used," he adds.

A Partnership'

What angers him most, he says, is Mr. Cusey's "irresponsible handling of the matter, exemplified by the Governor's failure to talk with the private-college presidents before making his decision."

The state thinks we see this money as an entitlement," Mr. Paroo says, "but I believe it's a partnership between the state and higher education to produce future manpower for Pennsylvania. We think we've produced something out of that money."

The major part of the argument for private colleges to continue receiving aid is that they provide a state service. Says Mr. Young of the Pennsylvania Association of Colleges and Universities: "The so-called private institutions enroll more than 70,000 students, about 38 per cent of college students in the state."

Government & Politics

Endowment Chief's Rejection of Proposals Angers Arts World

Continued From Page A21

and judge whether this is an endowment they should continue to give.

With

Second group, the Solo Theater Artists Fellowship panel, asked off last week without extending a single grant application.

A third panel, the Overview Panel of the NEA's Museum Program, wrote a letter of protest to Ms. Radice. The letter said Ms. Radice should "make clear the explicit reasons for any rejection without any distortion or equivocation."

The Collapse of the NEA'

Colleges and universities received grants totaling \$4.6-million from the arts endowment in 1991. Most institutions are not likely to turn down endowment money to stop applying for it.

"But now that we are witnessing the collapse of the NEA, with Ms. Radice dismantling the established

system, the time has come for every arts organization to reassess that support, and to decide what it means to accept a grant."

Jill Collins, an endowment spokesman, said it would be a "tragic mistake" for colleges to turn down grants they have won. "When a highly qualified organization like Beacon Press withdraws an application for funding for two anthologies of creative writing to be used in schools, their audience, the students, suffers," she said. "So while all these organizations may have concerns, I would hope that they will stay focused on the bigger picture."

In-Your-Face Subject Matter'

Ms. Collins said institutions should not hesitate to apply for grants for contemporary artwork. But she added that the endowment did have a "concern" about supporting works "where there is no artistry and only an in-your-face subject matter."

Some arts supporters agreed that it would be counterproductive for institutions to protest by turning down NEA awards. "I think it is irrelevant," said Robert L. Lynch, president of the National Assembly of Local Arts Agencies. "I don't think similar actions by universities in the past had any effect then, and I don't think they would have any effect right now."

Mr. Lynch said Ms. Radice's actions were a perfectly predictable response to Congressional pressure to clamp down on the agency. If arts advocates do not like what is going on, he said, they should express their dismay to Congress, not to the NEA.

"Besides," he added, "the right wing is delighted every time someone turns down a grant. They think it is humorous that we in the arts community protest by denying ourselves the work we are trying to protect."

The bill would also modify a Senate proposal to cut three grants from the National Institute of Dental Research that are currently being used to study ways in which people can overcome their fear of dentists. The compromise would rescind only \$183,000, half of what the Senate had recommended.

The agreement contains a provision that would cut all delayed spending in certain departments by 0.5 per cent. As a result, \$2.875-million would be cut from the NIH's budget as well as \$300,000 from vocational and adult education, \$310,000 from student financial assistance, and \$120,000 from high-education programs.

Many researchers and some lawmakers said the Senate proposals to cut the NSF and NIH were political maneuverings made at the expense of science.

Rep. George E. Brown, Jr., a Democrat from California and the chairman of the Committee on Science, Space, and Technology, sent a letter to the chairman of the Appropriations Committee, Rep. Jamie Whitten, urging him not to agree to the NSF cuts. "If the Senate provisions for NSF prevail, the merit-review process would be seriously jeopardized," Mr. Brown wrote.

Ms. Watson noted that the NEA had given her museum 21 grants over the last 15 years. "The NEA



John W. Lottes, president of the Art Institute of Southern California: "We are doing quite well, even without NEA support."

tor of the Beacon Press, disagreed. She said Ms. Radice's statements and actions would also act as a primary restraint on the work for which universities and colleges could expect to win federal support.

Still others said they were waiting to see how things play out before they decided to stop applying for NEA support or to reject grants they have already won. A big question, many said, was whether Ms. Radice will still be heading the endowment after the Presidential election.

Not the First Time

If universities and colleges start turning down grants, it would not be the first time. In 1990, a small number of college arts programs and colleges said they would protest the obscenity pledge by not accepting endowment funds. In addition to Gettysburg College, the following institutions said they would forgo endowment funds: Arizona State University, the Art Institute of Southern California, Kenyon College, the New School for Social Research, and Pennsylvania State University.

Jonathan F. Fenton, president of the Art Institute of Southern California, which has not sought NEA money since turning down a grant in 1990, said it was possible for organizations to survive without the NEA. He said his institute had made up for endowment funds by raising more money from foundations and donors.

Said Mr. Lottes: "Our enrollment has grown by 10 per cent, and our exhibition program has been active with excellent attendance. So we are doing quite well, even without NEA support. I do not agree that there are not other sources you can look to."

Wendy J. Strothman, the direc-

Details of Bush's New Loan Plan Appear to Doom Its Chances in Congress

By SCOTT JASCHIK

WASHINGTON

Congressional aides say that the details of President Bush's new student-loan plan, which were released last week by the Education Department, doom the proposal's chances for passage.

Student leaders and higher-education administrators say they are pleased that the plan appears headed nowhere. They say the details indicate that the plan would provide loans at extremely high interest rates, making them undesirable for most students.

They are also angry that the President would pay for some of the changes in student-aid programs by making it more difficult for students to be considered "independent." Calculations of financial need for independent students do not include their parents' income or assets, so independent students qualify for more aid.

These Are Good Ideas

According to the Education Department, about 173,000 students would lose independent status and eligibility for about \$442-million in student aid under the proposal.

"When the President tries to give with one hand, he takes away with the other," said Selena Dong, legislative director of the United States Student Association.

Administration officials, meanwhile, continued to defend the plan. "These are good ideas that will help working people," said William D. Hansen, Acting Assistant Secretary of Education for management and budget.

President Bush has talked about

creating "Lifetime Education and Training Account," since January. Last month he said he would propose legislation that would enable Americans to borrow up to \$25,000 for higher education or job training. The money would be repaid on a schedule determined by the borrower's income.

127,000 Students Eligible

In his announcement last month, the President said that the loans would be made by the Student Loan Marketing Association, a federally chartered company that purchases federally guaranteed student loans so that banks can lend more money. The President also proposed that students enrolled less than half time be allowed to qualify for all student-aid programs.

The Education Department projects that about 127,000 students would become eligible for aid under the proposal for students enrolled less than half-time. It said they would receive about \$63-million.

In materials sent to Congress, President Bush said last week that the Education Secretary would work out precise details of the loan program—including the interest rate—with Sallie Mae officials. The materials indicated that the government would neither subsidize nor guarantee the loans.

To pay for the program—mainly the cost of allowing students to enroll less than half time—President Bush proposed changing the age at which students are automatically considered independent from 24 to 26. The change "is consistent with



The U.S. Student Association's Selena Dong: "When the President tries to give with the one hand, he takes away with the other."

the Administration's position that the student and his or her parents should shoulder the primary responsibility for financing the student's postsecondary education," said the message sent to Congress.

Lawmakers said the program, as proposed, would insure high interest rates because Sallie Mae would otherwise face financial risk in pro-

viding loans with no guarantee and no subsidy. They also predicted that Sallie Mae would have control over who would receive the loans, and would be likely to lend to wealthier, low-risk students.

Sen. Paul Simon, an Illinois Democrat who has urged Congress to have colleges provide direct loans to their students, said: "This is a step backward, even from their earlier proposal. It is a loan vehicle without wheels. It's a gesture to some of the ideas we have put forward, but with hardly any visible means of making it actually work."

A Sallie Mae spokeswoman said it would be "premature" to discuss details of the program.

But Mr. Hansen of the Education Department said he thought interest rates would be "competi-

Comptroller Questions Alexander's Dealings at U. of Tenn.

By STEPHEN BURD

As president of the University of Tennessee, Lamar Alexander tried to conceal the institution's dealings with businesses with which he had had ties, says a report issued last week by the state's comptroller.

The report is the culmination of a year-long state investigation ordered by Gov. Ned Ray McWherter, a Democrat, after questions arose about Mr. Alexander's business dealings during Senate confirmation hearings for his Education Department post.

Mr. Alexander was the university's president from 1988 until he became Education Secretary in 1991. He was Tennessee's Governor from 1979 through 1987. In a written statement, Mr. Alexander defended his actions and said there was "nothing really new in the report."

Functions at a Country Inn

While raising questions about actions taken by Mr. Alexander, the report contains no charges that he violated state law.

The state comptroller, William R. Snodgrass, said that it was not his role to "make that kind of determination," but added that he had forwarded copies of the report to the State District Attorney's office in Knoxville and to the State Attorney General's Office.

Officials in both offices said they could not yet determine whether

further action on the report was necessary.

The report says that Mr. Alexander directed university officials to hold functions at Blackberry Farm, a country inn that was partly owned by his wife while he was the university's president.

According to the report, Mr. Alexander, on the advice of the State Attorney General at the time, transferred his interest in the farm to his wife when he became president of the university. But, the report continues, Mr. Alexander neglected to inform university officials and board members of his wife's interest when they asked him about his interest in the inn.

The report says that "based on his suggestions and directions," the university spent nearly \$65,000 to hold 14 functions at the inn.

Mr. Alexander insisted that the university continue to use the inn, the report says, even after university officials complained that Blackberry Farm cost more than comparable, nearby facilities.

Mr. Alexander responded to the complaint by saying, "Neither my wife nor I ever made any income from the investment in Blackberry Farm." He also said that he thought that the inn had provided the university with "substantial discounts" to make it competitive with other local hotels.

But, Mr. Snodgrass wrote in the report, "Invoices from Blackberry

Farm did not list any discounts, and rates appeared greater at the end of the president's term than they were in the beginning."

The report also contends that Mr. Alexander instructed university officials to hire a consulting firm, the Ingram Group, and a media production company, Bailey, Deardorff, and Associates, both of which were run by long-time political associates. In an attempt to cover up the university's involvement with the companies, payments to the firms were made through third parties outside the university, the report says.

Indirect Arrangements

The Ingram Group, a Nashville lobbying firm, employs a number of people who were aides to Mr. Alexander when he was Governor.

Similarly, the university hired Bailey, Deardorff, headed by Mr. Alexander's long-time media consultant, to produce television commercials.

The report states: "Because of board members' and senior university officials' concerns about the potential negative appearance of a direct university arrangement" with the two firms, "these consultants were compensated through various indirect arrangements."

In his statement, Mr. Alexander defended the hiring of the two companies. "They did a good job for the university," he said.

U.S. Urged to Limit Foreign Access to Research

Continued From Page A21

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Liaison Programs Eyed

The report says that of the universities it examined, 30 have industrial-liaison programs. Of those, 24 have at least one foreign member. The 24 universities have a total of 499 foreign members, some of whom belong to more than one university program.

The report notes that a few universities have not paid enough attention to the increasingly complex links between universities and companies that hold the licenses for products based on federally supported research. For example, the report says, some universities lack sufficient information to know about potential conflicts of interest of researchers, who may have ties to companies seeking exclusive licenses to products.

Industrial liaison programs

Mr. Weiss specifically asked the GAO to examine foreign ties to "industrial liaison programs," in which businesses have special access to university research and fa-

Government & Politics

tive" with other loan programs. He said that even if interest rates were "a bit higher" than those of other programs, students would want to participate in the program.

Some, he said, would be attracted to the program because it would make loans easily available to students who wanted to improve their skills, but did not necessarily want to enter a full-time degree program. Other students, he said, might be attracted by the income-contingent repayment system.

Mr. Hansen said the program

would be particularly helpful to single mothers who might want to take courses toward career advancement, but could not afford to leave their jobs altogether to pursue education on a full-time basis.

'Lifelong Debt' Seen

Ms. Dong of the United States Student Association said, however, that the Administration was overestimating the benefits of income-contingent loans.

"This doesn't just create lifelong learning, but lifelong debt," Ms. Dong said, adding that the Administration should place more emphasis on providing grants for those who want a higher education.

Students who enter into income-contingent loan programs may regret it when, 25 years later, they face additional financial responsibilities, she said. "Imagine being in your 40's, trying to raise a family and buy a home, and you still have a large student loan," she said.

Ms. Dong also said the changes in independent student rules were ill considered and motivated only by finances. "What's at stake is money," she said. "They play around with the definitions when they want to save money."

Mr. Hansen of the Education Department said there were legitimate reasons to change the age from 24 to 26. "There are a lot of students, even in graduate school, who benefit from their parents financially," he said.

The changes proposed by the Adminstration would allow more student aid for those "who truly are independent," Mr. Hansen added.

A Bush-Quayle fund raiser held earlier this month at Du-

quesne

quesne

University

may land the

institution

in political hot water.

Secretary Alexander, in an interview with the Associated Press,

said the Governor had misrepresented the Administration's position on Pell Grants.

Mr. Alexander said, has proposed increasing the size of Pell Grants and redirecting the money to the most needy students, but has not sought to eliminate grants for those with family incomes above \$10,000.

The Secretary also criticized Mr.

Clinton for failing to identify how

he would finance one of the key

components of his education pro-

gram: a sweeping college-loan pro-

gram that would allow students to

repay their college loans as a per-

centage of their future income or

through one or two years of nation-

al service.

"I can get applause, too,

going around offering something

free," Mr. Alexander said.

Nicholas P. Cafardi, vice-presi-

dent and general counsel at Du-

quesne,

said the rental was in line

with the university's policy of al-

lowing degree holders, students,

and employees the right to rent uni-

versity facilities.

Both endorsements concern Mr.

Clinton's candidacy for the Demo-

cratic nomination.

The unions ex-

pect to endorse candidates for the

general election over the summer.

But the comments of the unions' presi-

dents hint at the direction

those endorsements will take.

In releasing the AFL-CIO endor-

sement, the union's president Albert

Shanker criticized President

Bush's "cynical ploy to promote

vouchers and privatization"

in public schools.

"No matter how

you look at it, Mr. Clinton's candi-

dacy represents the most thought-

ful option out there to help change

this country," Mr. Shanker said.

Senator Helms led the effort to

bar support for the studies.

The reauthorization bill moving

through Congress would also:

■ Make permanent an Office of

Women's Health Research in the

office of the NIH director.

■ Make permanent an Office of

Scientific Integrity as an indepen-

dent entity in the Department of

Health and Human Services.

■ Require the Secretary of

Health and Human Services to de-

velop criteria for the protection of

those who report scientific miscon-

duct or who cooperate in investiga-

tions of it.

■ Require the Secretary to issue

regulations specifying the circum-

stances that constitute conflicts of

interest for scientists and order the

Secretary to establish standards

for institutions to prevent such

conflicts.

■ Make it a federal crime to

break into facilities to disrupt re-

PHILANTHROPY NOTES

- Columbia U. gets \$8-million for center to combat drug abuse
- James Michener and wife give 172 paintings to U. of Texas

With an \$8-million grant from the Robert Wood Johnson Foundation and several smaller grants, Columbia University is establishing a national center to combat drug and alcohol abuse.

The Center on Addiction and Substance Abuse (CASA) will be directed by Joseph A. Califano, Jr., who served as Secretary of the Department of Health, Education, and Welfare in the Carter Administration. The center will be the first institution in the United States to gather under one roof experts from

many professional disciplines needed to study all forms of substance abuse, Mr. Califano said in a statement.

"The center springs from the conviction that our nation cannot deal with other basic problems unless we deal with addiction and substance abuse," said Mr. Califano, who is leaving his law practice as senior partner of Dewey Ballantine to work full time as the center's president.

The grant from the Johnson Foundation, which will support the

first five years of the center's operation, is the largest award ever made in the 20-year history of the fund.

The center also is receiving financial support from the Carnegie Corporation of New York, the Charles A. Dana Foundation, and several major corporations. Other foundations, including the Ford, Johnson, and Rockefeller Foundations and the Pew Charitable Trusts, have pledged support for specific projects related to poverty and substance abuse.

Mr. Califano, who as new Secretary mounted an anti-smoking campaign in 1978, said that substance abuse and addiction costs the United States more than \$300-billion a year in health-care and disability payments, lost productivity, accidents, crime, and spending for prisons. "CASA's goal is to get the American people to roll up their sleeves and devote the energy and resources necessary to attack this problem," he said.

—LIZ M. MILLER

The author James A. Michener and his wife donated 172 paintings to the University of Texas at Austin last week. The paintings, valued at about \$14-million, had been on loan to the uni-

versity as part of its Mari and James A. Michener Collection of 20th-century American art.

Including the latest gift, the Micheners have given the university 376 paintings, valued at some \$20-million. The Micheners also have contributed about \$2.5-million for fellowships and endowments to the university's writing program.

Mr. Michener is a professor emeritus at the university, where he teaches graduate writing seminars.

President William H. Cunningham called the gift a "monumental assemblage of American paintings" that he said gave the university "the finest collection of American art at any American university."

—KATHERINE S. MANDAN

PRIVATE SUPPORT

CHARLES AND ELLORA ALLIS EDUCATIONAL FOUNDATION
c/o First Trust
Three West, P.O. Box 64704
St. Paul 65164
Student aid. For undergraduate scholarships: \$100,530 to Macalester College.

ARTHUR VINING DAVIS FOUNDATIONS
645 Riverside Avenue
Jacksonville, Fla. 32204
Facilities. For completion of classroom building: \$100,000 to St. Norbert College.

PETER KIEWIT FOUNDATION
Woodmen Tower
17th and Farnam Streets
Omaha 68102
Facilities. For the mathematics and computing center: \$500,000 challenge grant to Carleton College.

W.K. KELLOGG FOUNDATION
400 North Avenue
Battle Creek, Mich. 49017-3398
Minorities. For programs for black Americans: \$479,999 to Florida Memorial College.

Rural areas. For research on possible solutions to the problems of rural people: \$717,726 to Oregon State U. (This brings the total of Kellogg assistance for this project to \$1.5-million).
Volunteers. For support of programs: \$100,000 to Campus Outreach Opportunity League (St. Paul) and \$150,000 to National Association of Service and Conservation Corps (Washington).

ANDREW W. MELLON FOUNDATION
140 East 82nd Street
New York 10023
Libraries. To train people to fill preservation positions in research libraries: \$150,000 over three years to Columbia U.

RESEARCH CORPORATION
6840 East Broadway Boulevard
Tucson, Ariz. 85710-2815
Research. For research in the sciences: \$2.1-million divided among 17 projects at predominantly undergraduate colleges.

GIANTS & GIANTES
Eastern Virginia Medical School of the Medical College of Hampton Roads, for a professorship in reproductive medicine: \$1-million from Serono Laboratories Inc.

Florida State University. For academic programs: \$100,000 from Young, Van Aschendorp, Varnadoes, and Benten.

Gettysburg College. For a professorship in the humanities: \$1.2-million from Edwin T. Johnson and Cynthia Shearer Johnson.

Iowa State University. For the capital campaign: \$1.5-million from Pioneer Hi-Bred International Inc.

Millsaps University. For scholarships in the sciences: \$1-million from John Leighly.

Presbyterian College. For the drama center and art gallery: \$1-million from H. Caldwell Harper.

Tennessee State University. For a professorship: \$600,000 from Thomas and Trish Prist.

University of Maryland. For the Institute for Global Management at University College: \$1-million from C. Itch and Company.

University of Oklahoma. For a professorship in modern American history: \$300,000 from Doris Eaton Travis.

Ursinus College. For ethnic programs: \$100,000 from CoreStates Financial Corporation.

Wichita State University. For the tennis complex: \$1-million from Clarence Coleman, Mrs. Galey Coleman, and Sheldon Coleman, Jr.

Note Book

Mary Maples Dunn, president of Smith College, once again is trying to dispel concerns about the institution's being labeled a "lesbian school" by critics who are troubled by the presence of homosexual students at the college.

In a full-page commentary in the spring edition of *The NewsSmith*, a newspaper published by the college, Ms. Dunn tried to settle the matter.

While large universities with gay-activist student groups are not labeled "gay universities," she said that the "mere acknowledgment of a lesbian presence at a women's college tends to attract a 'lesbian school' label."

She added: "I think the extraordinary fear of and focus on lesbianism in women's colleges masks deeper fears of female independence and self-sufficiency."

Duke University's student newspaper has decided not to run a second advertisement by a group that says the Holocaust was a hoax.

The newspaper, *The Chronicle*, was deluged with angry letters last winter it ran a full-page ad placed by the Committee for Open Debate on the Holocaust, which insists that Germany never adopted a formal policy to execute millions of Jews.

Although the paper published one advertisement, Barry Erikson, its general manager, announced in April that a second advertisement had been rejected. "The new ad asserted that Nazis had never made soap from human fat," said Mr. Erikson. "I don't see any benefit to revisiting the controversy."

University of Southern California officials are taking steps to reassure incoming students in the wake of last month's rioting.

The university had sent acceptances to 7,500 students for the fall, but only 1,500 had confirmed that they would attend when the acquittal of the police officers in the Rodney G. King case was announced.

During the riot that ensued, postal service to the university and many sections of Los Angeles was suspended. When calm was restored, admissions officers faced a backlog of mail.

Because of the delays, Duncan C. Murdoch, dean of admissions, gave students an extra two weeks to confirm their intention to enroll.

The dean also set up a telephone bank and asked alumni, employees, and USC students and their parents to call prospective students to address any concerns that they might have about attending the university.

As of last week, 2,250 freshmen had told the university they would enroll in the fall. Mr. Murdoch said that he expected the number in the freshman class would reach 2,450, about the same number as last year.

Business & Philanthropy

Students

GLIMPSES INTO NEW WORLDS

Members of the Academy of Senior Professionals Share Their Experiences With Eckerd Students

By MICHELE N-K COLLISON

ST. PETERSBURG, FLA.

Werner Von Rosenstiel listened intently as several students in a Western Heritage class at Eckerd College here discussed Hamlet's duel with Laertes.

As the students spoke, Mr. Von Rosenstiel thought of his father, who belonged to a fencing fraternity at the University of Heidelberg in 1888. "I told the students that my father was a terrible fencer," he said. "He lost every one of his duels, and he had all these dueling marks all over his face. But those marks were marks of character."

"The account intrigued the students, because suddenly it wasn't such ancient history."

Mr. Von Rosenstiel, a prosecutor at the International Military Tribunal at Nuremberg, was taking part in the discussion as part of an Eckerd program called the Academy of Senior Professionals. He had come to share his experiences with students, to offer them a glimpse into worlds they knew little about.

'An Enormous Amount of History'

Sterling Watson, a professor of creative writing who taught that class, also appreciated Mr. Von Rosenstiel's presence. "Von Rosenstiel is a vital 85," he says. "He's lived through an enormous amount of history. It's a view of history I can't even begin to be able to provide."

The academy is the result of an effort to bring senior professionals, working or retired, in the area back to college. They sit in on classes, offering insights to students studying everything from

Continued on Following Page



BEN VAN HOEK, BLACK STAR, FOR THE CHRONICLE

Werner Von Rosenstiel, a member of Eckerd College's Academy of Senior Professionals: "You can make events come alive."

Fellowships, Not Assistantships, Said to Be Key to Completion of Doctorates

By ROBERT L. JACOBSON

CAMBRIDGE, MASS.

A labor economist has reported finding the first definitive evidence that graduate students in the arts and sciences are more likely to complete their doctorates—and in less time—if they receive fellowships instead of research or teaching assistantships.

Ronald G. Ehrenberg, professor of industrial and labor relations and economics at Cornell University, says his analysis of long-term doctoral patterns there confirms the benefits of fellowships over assistantships.

The findings also indicate that fellowships given in the first year increase Ph.D. production more than if an institution initially provides assistantships, requiring students to earn their keep, and follows those more conditional awards with fellowships.

Mr. Ehrenberg's analysis comes at a time of widespread interest in documenting the relationship between different forms of financial aid and Ph.D. produc-

tion. Academic leaders have been concerned that predictions of faculty shortages are coinciding with evidence that more and more doctoral students have been dropping out or taking longer to earn their degrees.

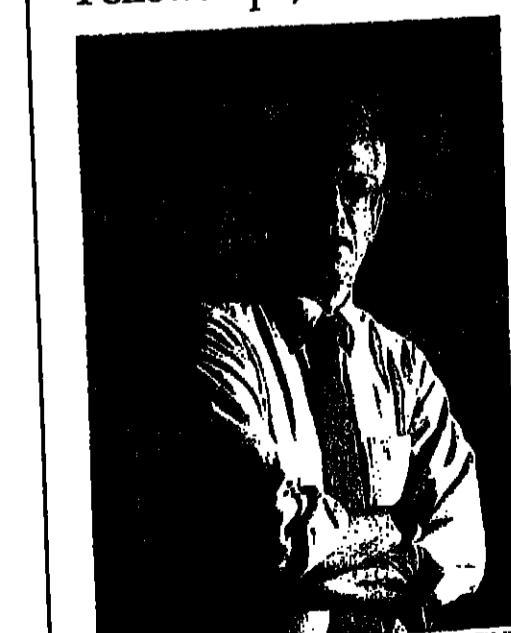
25 Years of Data

It remains uncertain whether findings like Mr. Ehrenberg's—which covered 25 years of data on 1,674 Ph.D. candidates in economics, English, mathematics, and physics—can help research universities obtain more fellowship money.

Although some members of Congress have talked recently about shifting graduate-student assistance to provide more support for fellowships, historically such discussions have failed to produce appreciable gains in appropriations. Similarly, recent budget cuts in the states and belt-tightening by many doctoral institutions do not augur well for an expansion of fellowship money from non-federal sources.

Nevertheless, higher-education officials

Continued on Following Page



GREGORY HILLARY, CORNELL U.
Ronald G. Ehrenberg, an economist at Cornell U., says he obtained "striking" results in his study of how different forms of financial aid affect doctoral production.

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Senior Professionals Share Experiences With Students

Continued From Preceding Page
political science to music; present lectures on topics they have been engaged with all their lives; and advise Eckerd College students on career moves. About 166 people are involved in the academy this year.

James A. Michener, for example, has assessed students' work in a creative-writing course, while Durward Hall told his war stories as a former congressman and physician.

Members of the academy share a common trait—they have had distinguished professional or civic careers. Academy members this year include a French underground fighter, an ambassador, a sports-

car designer, and a British journalist. In addition to visiting undergraduate classes, they can also pay to audit a course or to enroll in classes for credit.

Many of the participants who are retired say they had been depressed before they joined the Academy of Senior Professionals. "Their self-esteem takes a beating if they are no longer in their positions," says Art Peterson, the academy's director.

"How can their lives have meaning if they are no longer high achievers? It's always a desire of older people to pass on their experiences to younger people."

A Magnet for Retirees

Florida is a magnet for retirees who have grown weary of the North's harsh winters. In 1973 the college decided to tap this natural market by setting up a kind of continuing-education center for older citizens.

In the beginning, members attended lectures and other functions

those who barely get by," Mr. Peterson says. "But these were all people who were active professionals or in their communities. Everyone must pass muster. If you lower the level of stimulation, other members will drop out."

Lectures and Discussions

Members pay a \$1,000 initiation fee and a \$400 annual fee. In addition to offering help in undergraduate courses, they may participate in lecture series and various discussion groups on the campus. The academy has set up a job bank that allows students to talk to seniors about specific careers. In addition, members have donated money, books, and art collections to the college.

The academy's headquarters is Lewis House, which contains offices, conference rooms, computers, and a dining room. The college also has built a retirement center on the campus, College Harbour, and plans to break ground on a townhouse complex this fall. Retir-

What They're Reading on College Campuses	
	1. Life's Little Instruction Book, by H. Jackson Brown, Jr.
2. Attack of the Deranged Mutant Killer Monster Snow Goons, by Bill Watterson	1
3. Fried Green Tomatoes at the Whistle Stop Cafe, by Fannie Flagg	3
4. Jazz, by Toni Morrison	—
5. You Just Don't Understand, by Deborah Tannen	7
6. The Firm, by John Grisham	4
7. The Seven Habits of Highly Effective People, by Stephen R. Covey	5
8. The Prince of Tides, by Pat Conroy	6
9. Loves Music, Loves to Dance, by Mary Higgins Clark	—
10. Oh, the Places You'll Go! by Dr. Seuss	—

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: American U., Baylor U., Bucknell U., Carleton College, Carnegie Mellon U., Case Western Reserve U., Central Michigan U., Dartmouth College, DePaul U., Drake U., Idaho State U., Iowa State U., Kent State U., Lawrence U. (Wis.), Lehigh U., Mankato State U., Marquette U., Montana State U., North Dakota State U., Portland State U., Princeton U., Saint Louis U., San Francisco State U., Southern

Methodist U., Stanford U., State U. of New York at Buffalo, Tulane U., U. of Colorado at San Diego, U. of Hawaii, U. of Illinois at Urbana-Champaign, U. of Iowa, U. of Maine, U. of Missouri at Columbia, U. of Nebraska at Lincoln, U. of New Orleans, U. of Oregon, U. of Pennsylvania, U. of Southern California, U. of Texas, U. of Wisconsin at Madison, U. of Wisconsin at Milwaukee, Washington U. (Mo.), and Wichita State U.

Reports covered sales of hardcover and paperback trade books in April.

He emphasizes the basics and criticizes their work."

Students say they often feel more comfortable talking to the academy members than to their professors. Jeffrey Robinson, a senior at Eckerd, says: "They aren't grading you, so you don't hesitate to talk to them about anything."

"One could expect someone with the success of Mr. Michener to be overbearing," Mr. Watson says. "But he doesn't dominate. Members have donated money, books, and art collections to the college."

The academy's headquarters is Lewis House, which contains offices, conference rooms, computers, and a dining room. The college also has built a retirement center on the campus, College Harbour, and plans to break ground on a townhouse complex this fall. Retir-

structured. It's more spontaneous."

Participants in the academy emphasize that they are learning, too. Says Jack Clark, a retired radiologist: "It's a way to to catch up on subjects that we missed."

It also gives new meaning to some of the members' lives. "All my wheels fell off when I retired," says Keith Irwin, a retired philosophy professor. "This is something to get up in the morning for."

Fellowships Found to Be Key to Completion of Doctorates

Continued From Preceding Page

"time to degree" have been demonstrated through appropriate statistical modeling.

Unlike other studies, he says, his inquiry controlled for such factors as students' citizenship, sex, aptitude, and previous education, as well as starting academic salaries in their disciplines. It also encompassed data on students who had dropped out or were still enrolled in a doctoral program.

No attempt was made to determine the effects of different amounts of financial assistance on doctoral enrollment, completion, or time to degree. But the ability of fellowships to increase completion rates was found to be much greater than their tendency to shorten the period of study.

Broad Effort Under Way

A broader effort to examine how different forms of financial aid affect Ph.D. production in 10 fields is under way as part of a project financed by the Association of American Universities. John C. Vaughn, the association's director of federal relations, says the project is aimed at developing a "fairly comprehensive, longitudinal data base" for some 50 institutions.

Another study of doctoral completion rates is being financed by the Andrew W. Mellon Foundation at 10 universities as part of a continuing effort to improve graduate education in the humanities. The project includes an attempt to determine how the rates are affected by the timing of fellowships and other forms of financial assistance.

A paper about Mr. Ehrenberg's research—written with Panagiotis G. Mavros, a Cornell Ph.D. candidate in economics—is expected to be published soon by the National Bureau of Economic Research, a private organization. The study received financial support from Cornell and the Alfred P. Sloan Foundation.

comprehensive way from the time they entered their programs. Mr. Ehrenberg's analysis relies on an unusually large amount of data, including the kind of financial assistance that each student received each year for up to six years.

Lack of Data in the Past

Mr. Ehrenberg says his analysis suggests that students receiving research assistantships have better records of completion and time to degree than have students receiving teaching assistantships. He notes that research assistants are usually hand-picked by faculty members who regard them as unlikely to drop out.

Previous research on the relationship between doctoral completion rates and different forms of financial assistance has suffered from a lack of data, particularly because many universities have not kept track of doctoral students in a

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Athletics

Coming Soon to a Bookstore Near You: 3 Views of the World of College Sports

A lawmaker's B, a sports tragedy, an NCAA critique

By DOUGLAS LEDERMAN

This spring's crop of books about college sports includes a basketball-star-turned-Congressman's critique of the American sports system, a painstaking post-mortem on a college basketball tragedy, and an economic treatise that portrays the National Collegiate Athletic Association as a cartel.

The biggest splash is likely to be made by *Out of Bounds* (Simon & Schuster), written by Rep. Tom McMillen with his friend Paul Coggins, a writer and lawyer. Representative McMillen, a Maryland Democrat, has earned a good deal of attention during his six years in Congress by speaking out on sports issues.

He has pushed for the publication of graduation rates of college athletes, urged higher academic standards for high-school athletes, and proposed legislation to revamp the NCAA's structure. In fact, *Out of Bounds* ends with a chapter that outlines how his bill would improve college sports.

Blame Put on 'Big Money'

The book's subtitle—*How the American Sports Establishment Is Being Driven by Greed and Hypocrisy—and What Needs to Be Done About It*—leaves little doubt where Mr. McMillen stands.

Weaving together the work of reporters and academics alike, he takes on just about everybody in American sports, criticizing the NCAA and the colleges for emphasizing the pursuit of money over academic concerns, television executives for encouraging the drift toward showing sporting

Lenny, Lefty, and the Chancellor
The Len Bias Tragedy and the Search for Reform in Big-Time College Basketball

National Collegiate Athletic Association
A Study in Cartel Behavior

Arthur A. Fleisher III,
Brian L. Gott, and Robert D. Gillison

events on pay-per-view television, and the professional football and basketball leagues for depending so heavily on colleges for developing so heavily on college players.

"The greater the money at the top of the sports world, the greater the pressures at the bottom of the pile. Because the abuses are systemic and pervasive, it is not feasible

Continued on Following Page

Feud Erupts at Appalachian State U. Over Proposal for Student Center

voted overwhelmingly against the arena.

"The idea of building a basketball arena when academic needs aren't being met is ridiculous," said Wendy Tonker, a sophomore majoring in environmental policy, who joined the protest in the chancellor's office. "I'd have no problem if other things

Continued on Following Page

Duke U. Faculty Senate Moves to Give Professors Access to the Academic Records of Athletes

By DEBRA E. BLUM

The faculty senate at Duke University adopted a resolution this month will subject the academic records of the university's athletes to more scrutiny than those of athletes at most other colleges.

Some professors at Duke praised the action as a step toward greater oversight of the athletics program, while others said the measure unfairly singled out athletes and might impinge on their right to privacy.

The resolution was endorsed by 15 of the 17 senate members who voted. It called for the annual appointment of a faculty panel to review the academic records of athletes and to make its reviews and some of the

Continued on Following Page

Feud Erupts at Appalachian State U. Over Plan for Student Center

(Continued From Preceding Page)
were up to par, but we have the worst library in the UNC system."

Appalachian State administrators portray the critics as a small group of students and professors who do not represent the views of the student body or the faculty.

The activities center, the officials say, will significantly improve the lives of students and of citizens in the state's northwestern region by providing added space for graduation, cultural programs, and intramurals, among other things.

They also say that Appalachian State has been trying for several years, in vain, to win state approval for a science building and has spent \$41-million on academic buildings—and not a penny of state money on athletic-related facilities—since 1968.

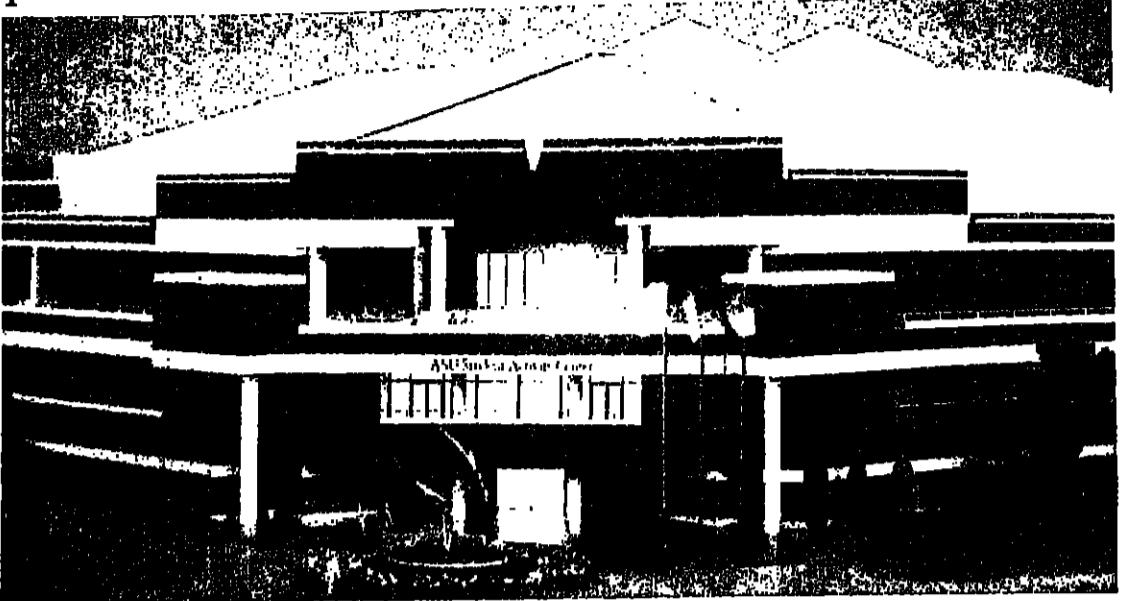
"In the 17 years I've been here, we have built 700,000 square feet of academic space," said John E. Thomas, the university's chancellor. "To be a university, you have to have activity space as well, and it's the time to do that now."

Money for a Study

The dispute over the sports facility began in 1987, when North Carolina's General Assembly gave the university \$300,000 to study the possible renovation of its two gymnasiums. A special panel determined that the university needed more space for intramurals, convocations, and cultural programs, as well as athletics.

Renovating the existing facilities, the panel found, would cost \$12-million, while a new multipurpose facility would cost \$24-million. In July 1989, the General Assembly appropriated \$3-million in capital funds to begin work on a new activities center—although the assembly has, on two occasions, withdrawn most of the money because of state budget woes.

Meanwhile, opposition to the center built steadily. In April 1991, in a referendum in which about 15 per cent of the university's students participated, 1,025 voted to oppose the new center, while 389 endorsed it. The student govern-



An architect's model of the proposed student-activity center at Appalachian State U. Opponents say the university needs a new science building, not an athletics center.

ment, which on three previous occasions had voted to back the center, then reversed its position.

The faculty senate voted against building the facility in May 1990 and opposed the use of student-fee money to support it in May 1991.

This year, the legislature is considering a statewide bond referendum that has been pushed by the University of North Carolina system. The state system asked officials at each of its 16 public universities to recommend their priorities for projects that might be financed through the bond referendum. Appalachian State proposed two: \$8.5-million for an academic-support building and \$9.5-million toward the student-activities center.

That has sparked a new round of intense squabbling. Professors have traded letters (and barbs) with Mark Levine, assistant vice-chancellor for university advancement, who has circulated brochures promoting the activities center.

Says Mr. Levine: "For the last few years, those few people who were against the student-activities center had carte blanche, and they sent out lots of stuff, much of it misleading, some of it downright lies. Their arguments do not hold water, and the university came to

the conclusion that the time had come for it to take an aggressive view and dispute the misleading information with facts."

The key issues in the dispute, and the positions of critics and administrators, are as follows:

■ Environmental. Opponents of the center complain that construction will destroy a 12-acre patch of woods that is part of an environmental-study area, and a group of biology professors called a "damnable lie" an assertion by Mr. Levine that science faculty members had rejected six alternative sites for the study area. Appalachian officials acknowledge that the building would "disturb a small wooded

area," but they insist that the environmental impact would be minimal and would not hurt any endangered plant or animal species.

■ Building's services. University officials portray the activities center as a multi-use facility that will provide space for intramurals, cultural programs such as concerts and lectures, and a unified graduation ceremony. Appalachian had to hold six separate commencementes this year because of lack of space, Mr. Levine said.

"This is a community that looks to the university to be the center of its cultural activity," said Chancellor Thomas.

But faculty members and stu-

Three Books Offer Glimpses Into the World of College Sports

(Continued From Preceding Page)
able to attempt to reform sports at only one level, such as intercollegiate competition. Failure to address the abuses at all levels will exact greater damage upon individuals, institutions, and society."

For most readers, the freshest material in *Out of Bounds* will be Mr. McMillen's recollections about his recruitment as a high-school basketball star in 1969.

Focus on One Institution

While Mr. McMillen casts his net widely, criticizing all of American sports, C. Fraser Smith focuses on one institution, the University of Maryland at College Park. Ostensibly a tale about Leonard K. Bias, the basketball star whose cocaine-induced death shocked the sports world in 1986, *Lenny, Lefty, and the Chancellor* (Bancroft Press) take a more academic approach to college sports.

Traditional Approaches

Using traditional economic approaches, the authors—Arthur A. Fleischer, III, assistant professor at Metropolitan State College (Colo.); Brian L. Goff, associate professor at Western Kentucky University; and Robert D. Tolson, professor at George Mason University's Center for the Study of Public Choice—argue that the NCAA is a classic cartel.

Mr. Smith, political reporter for *The Baltimore Sun*, uses the athlete's death to explore broader issues in college sports, such as the tension between filling the seats in arenas and raising academic standards, and battles of wills between coaches and academic administrators.

"We have outstanding student-athletes who have a 4.0 and we have ones with academic difficulties," she said. "The same goes for the rest of the student population, and we should treat everyone the same way."

Mr. Smith takes a detailed look

at what went awry in the Terps program and offers some heretofore unavailable insights, including the private thoughts of Mr. Slaughter, now president of Occidental College, who gave Mr. Smith access to his diaries from that time.

In contrast to Mr. McMillen's personal and political memoir and Mr. Smith's dogged reporting, the three economics professors who wrote *The National Collegiate Athletic Association: A Study in Cartel Behavior* (University of Chicago Press) take a more academic approach to college sports.

It's True that Canceling Classes is Their Most Effective Weapon

Said Massad Kadour, chairman of Tel Aviv University's student government

"but they should have used it only as a last resort."

High-school teachers also are involved in a wage dispute and are appealing a court injunction that prohibits them from disrupting high school graduation examinations.

Any disruption of the exam schedule could delay the plans of graduating students to attend college next fall.

Drake U. Resolution Could Open Athletes' Records to Faculty

(Continued From Preceding Page)
sure—which is vital to the reform of intercollegiate sports—is movement in the right direction," Mr. Haggard said.

Jon Ericson, a professor of speech at Drake, said he was pleased with the senate's action, but added that he would like to see more information available to more people. He has proposed that Drake list the athletes' courses and instructors in the university's media guides and game programs.

"The allegation across the country is that athletes—at least in such sports as football and men's basketball—are taking easy courses or take certain instructors that push risk, the new panel's task was unnecessary and would discriminate against athletes."

"We have outstanding student-athletes who have a 4.0 and we have ones with academic difficulties," she said. "The same goes for the rest of the student population, and we should treat everyone the same way."

"Any movement toward disclosure

dents complain that the new building would essentially be an arena, and just that. Unlike a student center planned by the University of North Carolina at Charlotte, which will have a food court, intramural basketball courts, a 7,000-square-foot game room, and a large weight room—Appalachian State's center will offer little in the way of facilities for other student activities, faculty critics say.

Rallies and Lobbying

Critics of the center hope that legislators will ignore the wishes of Appalachian officials and replace the facility on the referendum with a science building. Faculty members and students are planning an eight-day bicycle tour to the state capitol in Raleigh this week, sponsoring rallies in towns along the way to promote the primacy of academics in the budgeting process.

"Grass-roots citizens speak when they're frustrated, and when their leaders, the decision makers, have not made good decisions," said Harvard Ayers, a professor of anthropology who has spearheaded opposition to the center.

■ The building's services. Officials in the General Assembly say it is unlikely that legislators would overrule the university administration, but that does not mean the sports facility is a sure thing. Lawmakers have not decided whether they are willing to pass legislation to put a bond referendum before voters. And even if they proceed with the referendum, they might decide to limit the list of projects to those that fulfill crucial academic needs, which virtually everyone agrees would exclude the activities center.

Israel's seven universities were shut down by a faculty strike for three days last week, and union leaders say they will take more serious steps if the government does not agree to regulate a pay increase.

According to union leaders, faculty salaries have been eroded by inflation and have not kept pace with wages in other comparable professions. The Ministry of Finance rejects that claim, and says that professors have received periodic salary increases in accordance with the existing wage agreement.

Ministry officials have accused the faculty union of trying to put pressure on the government before the June 23 national elections.

Minister of Finance Yitzhak Moda'i insists that he will not negotiate any new wage agreements until after the election.

Student leaders are split on the issue. Some student-government officials have publicly declared their support for the faculty union, all but urging it to strike only if all other efforts fail. Others have accused the union of making students the hostages in their labor dispute.

"It's true that canceling classes is their most effective weapon," said Massad Kadour, chairman of Tel Aviv University's student government.

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High-school teachers also are involved in a wage dispute and are appealing a court injunction that prohibits them from disrupting high school graduation examinations.

Any disruption of the exam schedule could delay the plans of graduating students to attend college next fall.

Prime Minister Rashid al-Solh of Lebanon has picked an economist from the American University of Beirut to chart the war-torn country's finances.

Samir Makdesi, an economics professor at the university, was named Economy Minister. The post is a critical one. Mr. Solh's predecessor, Prime Minister Omar Karami, reportedly lost his job last month over his inability to lead Lebanon out of its post-civil war economic morass.

Mr. Smith takes a detailed look

Athletics

dispatch

"Political correctness" is held for France. New York University's Center for French Civilization and Culture and a Paris publisher are sponsoring a colloquium at the Sorbonne June 3 and 4 on the controversial subject, referred to in France as "Le P.C."

The conference will feature a panel of academics from the United States discussing "Political Correctness and Multiculturalism," and a round table of French intellectuals and authors offering their thoughts on how the debate has divided U.S. campuses as well as abroad.

Tom Bishop, head of the NYU French center, is organizing the conference.

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Mr. Smith takes a detailed look

International

In Afghan Capital, Campus Is Dormant Even as City Revives

Mujahedin victors are in no hurry to see classes resume at Kabul U.

By JUSTIN BURKE
KABUL, AFGHANISTAN

The Afghan capital is beginning to bustle again one month after Mujahedin rebels took power from the Communist regime and declared an Islamic government.

The situation is still tense in Kabul, as rival factions of the Mujahedin—the term means holy warrior—jockey to enhance their power. Although heavily armed rebel fighters are everywhere, a shaky cease-fire remains in effect. Shops have reopened and people—on foot and on bicycles—have begun to clog the streets again.

But one place in the city remains immobilized—Kabul University.

At the gates to the campus, Mujahedin guards, Kalashnikov rifles slung over their shoulders, are quick to say that the university is not in operation. Although no classes are being held, the large campus is open. But for the most part the place is disconcertingly still, almost eerie. Only a few people could be seen strolling among the empty buildings, or gathering in the shade of trees to hold impromptu discussions.

"We all hope the university will be allowed to reopen soon, but no one knows exactly when this will happen," said Ghulam Nabi, an engineering professor at the university. "First, we need peace."

Closed for 3 Months

The university has been closed for three months, ever since rebel forces began their assault on the capital.

While the new Islamic government already has ordered the reopening of all schools, it does not seem to be in as big a hurry to see classes resume at the university.

Continued on Page A34



Sarajevo University Faces Bleak Future in a Land Divided by Sectarian Strife

By DUSKO DODER
and LOUISE BRANSON
SARAJEVO, BOSNIA-HERZEGOVINA

Marija Babic and her family have been living underground for weeks.

The medical professor, her art-historian husband, their two children, and their small dog are holed up behind sandbags in the cellar of the family's house on Sarajevo's Tito Street. When the shelling stops, they emerge to forage for food, to walk the dog, and, in the case of Dr. Babic, a renowned eye specialist, to see patients. Her classes at the University of Sarajevo's medical school are no longer meeting, because the sectarian fighting has forced the institution to close.

Since the combat here started in early April, the university campus has been

shelled many times. Mortar shells hit the Faculty of Philosophy building. The law school was severely damaged when Serb gunners hit the nearby central post office, in the process knocking out about two-thirds of the city's telephone system. The university's natural-sciences building and its music academy were heavily damaged.

The art shop run by Dr. Babic's husband, Milan, also was destroyed by shelling.

Searches by Serb Gunmen

The couple's son, Misha, is two examinations away from finishing law school. His sister, Mila, recently completed her first year of art studies.

Misha, like his father, now lives in

Continued on Page A34

Universities in Former Eastern Bloc Seek More Links With the West

By COLIN WOODARD
SINAIA, ROMANIA

For Romania's higher-education institutions, long isolated by the policies of the Ceausescu dictatorship, a Unesco international conference on intellectual freedom and university autonomy held here this month marked a ceremonial return to the European academic community.

The meeting in this mountain resort was the highest-level education conference to be held in Romania since the end of World War II. Higher-education officials and academics from around the world took part in the conference, which organizers called a turning point for both the host country and the main sponsoring agency, the European Center for Higher Education.

Among the keynote speakers were Romania's President Ion Iliescu and Unesco's Director General Feder

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JULY 1992

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Nigeria's Economic Crisis Sparks Violent Protests on Many Campuses

By STEVE ASKIN
Violent inflation in Nigeria triggered violent protests at the University of Lagos and other campuses last month. The unrest came after months of simmering political strife at the country's universities.

Most of southern Nigeria's campuses—University of Benin, Ibadan, and Port Harcourt among them—were shut down by the government, according to Julius Ihonvhere, an exiled professor and former chairman of the Academic Union at the University of Port Harcourt.

Mr. Ihonvhere, who is currently a visiting professor of government at the University of Texas at Austin, noted that precise details cannot be obtained, because some students and faculty leaders had been arrested, while many others went into hiding "to avoid being arrested."

Rapid Deterioration

A spokesman for the Nigerian embassy in Washington said he has no information on the reported campus conflicts. The spokesman noted, however, that there appears to be no direct connection between the violence on the campuses in southern Nigeria and those between Christians and Moslems in the northern part of the country, in which hundreds of people have died in the past two years.

At the Washington Office of the National Nigerian Universities Commission could not be reached for comment.

The student protests began May 9 at the University of Ibadan, when demonstrators barricaded the campus, forcing the institution to close. The students told journalists that they were protesting economic-austerity programs that had led to the rapid deterioration of campus facilities and educational programs.

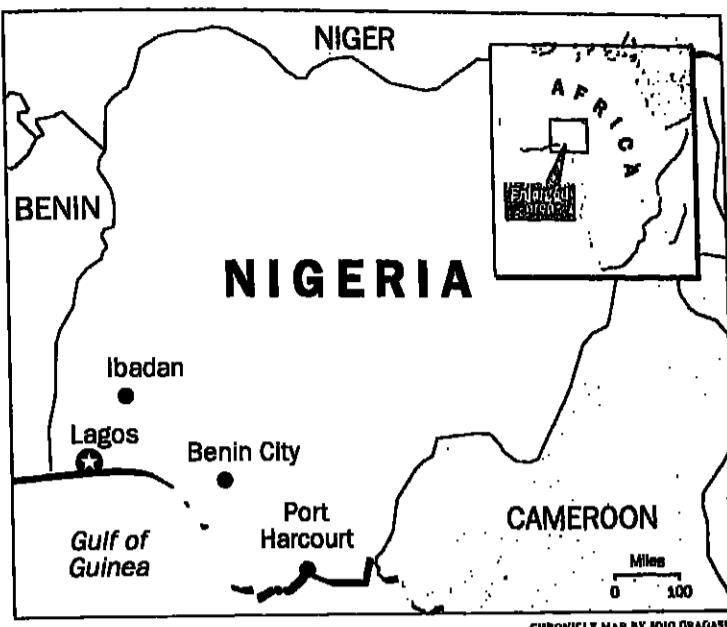
The conflict spread to Nigeria's largest city on May 13, when students at the University of Lagos demonstrated in protest of an acute shortage of gasoline, which has led

to the doubling of public-transit fares in the oil-rich West African nation. The students' call for a two-day general strike to press their demand that the seven-year-old military government step down reportedly struck a responsive chord among the residents of poor neighborhoods in Lagos, resulting in attacks on motorists and looting of stores.

Violence also was reported at Lagos State University in one of the capital's poorest neighborhoods.

Student leaders on that campus told reporters that riot police had fired on protesters with live ammunition.

"The very best academics are



out of the country," added Mr. Ihonvhere. "The student unions have been suppressed."

The Africa Watch report said that administrators at Lagos State had closed the campus for three weeks late last year and temporarily banned the student union after the student body elected a chief executive who had "established himself as an effective force in exposing administrative ineffectiveness and in improving conditions for students."

University of Lagos students have complained at least since December about political spying and physical threats directed against their campus leaders.

Appeals to U.S. Universities

In the United States, the Committee for Academic Freedom in Africa has appealed to American universities to provide assistance to Nigerian students displaced by violence and human-rights violations.

"Many students who were arrested in recent crackdowns are trying to find ways to get out of Nigeria," said Sylvia Federici, an assistant professor of political philosophy and international studies at Hofstra University and one of the two coordinators of the Committee for Academic Freedom in Africa.

"It is very important to make academics here see what's happening," said Ms. Federici. "To find scholarships for students who need to leave Nigeria, and provide material support for people who have been imprisoned."

"The conditions in the universities have deteriorated to such a level that it's difficult to talk about an academic system in Nigeria today," he said.

■

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Universities in Former Eastern Bloc Seek More Contact, Cooperation With West

Continued From Page A31

Twenty-five years ago, university students in the post-World War II era—from 28 million in 1970 to more than 61 million today, according to Unesco data.

The most dramatic growth has been in developing countries, said Mr. Mayor. As a result, many talents in those countries have migrated to the West.

The brain drain has hampered development efforts of many nations, Mr. Mayor said. From 1961 to 1987, he noted, some 100,000 African graduates left their homelands to find work in industrialized nations. At the same time, more than 80,000 foreign experts were posted to sub-Saharan Africa alone.

Countries in Eastern Europe are experiencing a similar brain drain, he noted. Unesco, he announced, will provide \$300,000 to support its efforts to counter the problem.

"It is Unesco's intention to launch a campaign to find adequate solutions to these problems, and we hope that the European universities will assist us," said Mr. Mayor. He added that he hoped the conference would spur new connections between European universities and those in developing countries.

Urgent and Basic Needs
For many who were here, however, the real business at hand was forging new links between universities in eastern and western Europe. The essential importance of

autonomy and academic freedom in higher education was reaffirmed time and again, but the talk in the small discussion groups and in the corridors often turned to the more urgent and basic needs of the East's universities, which are struggling with acute financial difficulties, isolation, and a shortage of up-to-date research resources and facilities.

"East European universities need overseas contacts to rejoin

"We need to talk about what we are going to do to help the East European institutions, because they are in a very difficult situation."

the European space," said V. N. Constantinescu, president of the National Rector's Conference of Romania. University development in the region stopped around 1947,

he said, and now "the problem is how to jump from 1947 to 1992."

He added that universities in western Europe could provide assistance most effectively by offering fellowships for eastern Europe's junior faculty members, and visiting professorships for senior ones.

During one discussion, Vadim Kokorev, a Moscow State University economics professor, made an appeal for assistance to his threatened institution. "I hope Unesco

and my Western colleagues here will help us," he said. "Support us today by investing in the Russian intellectual tomorrow, and we will support you in future years."

Said Peter Fischer-Appelt, president emeritus of the University of Hamburg: "The dramatic needs of these universities are far away from these discussions we are having now."

Mr. Fischer-Appelt now serves as president of the Sofia-based Saints Cyril and Methodius Foundation, a non-profit agency that channels international aid to organizations involved in building democracy in eastern Europe. He also spoke of the need to set up a Western consortium to coordinate aid and delegate responsibility for assisting universities in member nations of the Commonwealth of Independent States. "Otherwise everyone goes to Moscow, or Leningrad, or maybe Kiev, but never elsewhere," he said.

■

Hardships Under Ceausescu

"It was very radical in the last years," recalled the director of ceps, Carin Berg. "University professors were not allowed to leave the country during the academic term, and at other times they were often denied exit visas. All sorts of restrictions existed"—which, she said, enforced a complete separation from higher education in the rest of the world.

With the collapse of communism in Romania and the rest of Eastern Europe, Ms. Berg said she hoped ceps could now play a greater role in forging a truly pan-European university community and in bringing together universities from all corners of Europe and beyond.

■

"There is a new context," she said, "both in terms of the political situation and also the Western actors on the higher-education scene."

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Bitter Sectarian Conflict Forces Sarajevo's University to Close

Continued From Page A31
daily fear of being discovered and forced into the Serbian federal army. Serb gunmen have been moving from house to house, searching for guns and for young men to join them. Posters have gone up ordering all Serb men to report for duty.

Diving for Cover

Only Dr. Babic has refused to stay in the family's subterranean prison. She argues that her patients need her. She has been travelling three times a week—by ambulance—to the hospital in the Serb-controlled suburb of Ilidza. But in recent weeks Ilidza has seen some of the worst fighting, so she has relocated to Kosovo Hospital, which is affiliated with the medical school. It is located in northern suburbs now held by Muslims, who make up 45 per cent of Bosnia's population. More than once she has had to dive for cover. Her ambulance must cross sectarian checkpoints, where she is often forced out at gunpoint and searched.

Like many other Serbs, the Babics refused a call by Serb nationalist leaders in early April to leave Sarajevo and move to Pule, a mountain settlement outside the city that is the seat of a new Serbian Republic of Bosnia-Herzegovina. The family simply refused to believe that sectarian carnage in Sarajevo was possible, despite its

combustible mix of religions and nationalities.

Other university staff members did move to Pule and have assumed leading positions in the government of the new Serbian Bosnia-Herzegovina. Aleksa Buhu, a professor of philosophy at the university, is foreign minister. Nikola Koljevic, a Shakespeare scholar, is president of Parliament.

At the outset of the fighting, the U.S. Embassy in Belgrade re-

"The ethnic strife has driven a stake into the heart of the scientific community of Sarajevo."

ceived phone calls from many Muslim academics in Bosnia inquiring about the possibility of going to the United States. But such calls have stopped.

The breakdown in telephone communications has made it extremely difficult to learn the whereabouts of many of the university's faculty members. Harry Miller, an American who teaches mathematics at the university, and his wife, Naza Tanovic-Miller, reported early this month that their home had been hit by shelling and that they

were hiding in its basement. U.S. consular officials said last week that they had not heard from the couple in at least two weeks.

It is now virtually impossible to move about Sarajevo, where snipers aim at anyone who ventures out. Even the occasional car careening down a street attracts bursts of machine-gun fire.

More Than 700,000 Refugees

Why the Babics family is staying on in the city, hiding in the bowels of their house, even they cannot fully explain. But they do say they do not want to become refugees; they do not want to leave the city they have lived in all their lives.

Vast numbers of others, however, decided that they had no choice. More than 700,000 refugees have fled their homes in Bosnia in the past month.

Last week the Babics got an extra reason to worry: Muslims set up machine-gun nests in the textile shop next door. Now the family rarely ventures up into its first-floor apartment, where all the windows have been blown out. By some miracle the electricity works, and the Babics are still in part living off the food in the freezer of a neighbor, who was out of town when the trouble began but phoned to tell them to take the food. He had left a spare key with them.

Small matter that they are Serbs and he is Muslim. They had been neighbors all their lives.

But food supplies in the city are dwindling. The only thing for sale last week at the deserted stalls of the central market were nettles. Only a miracle can save Sarajevo, a once lovely mountain city where the 1984 Winter Olympics were held. Serb forces seem determined to destroy it—one-third of the city is in ruins already.

In Sarajevo, the Muslims have always been dominant. They feel it is their capital and the center of the new nation of Bosnia-Herzegovina. Without Sarajevo, the Muslims lose some of their identity, and it becomes easier for Serbia and Croatia to carve Bosnia up, as each wants to do. Though Serbs make up only 31 per cent of Bosnia's 4.3 million people, they claim 65 per cent of its land. Croatia, too, has forces fighting in Bosnia, as it tries to claim large parts of the republic.

Psychological Divisions
Even if parts of Sarajevo remain standing, the Babics and other Serbs could never live here as they did before. The fighting has driven psychological divisions between the three nationalities—Serbs, Croats, and Muslims—who used to live here in harmony.

More grim news came last week, when European Community observers, Red Cross workers, and United Nations officials pulled out of the war-torn city, condemning the "anarchy" and "criminality" that made it too dangerous for them to do their jobs.

As for Sarajevo's university, observers say the outlook is bleak.

"The ethnic strife has driven a stake into the heart of the scientific community of Sarajevo," said a Western diplomat who follows higher education in what was Yugoslavia. "It has ended any hope that the university could be rebuilt any time soon."

Afghanistan's Leaders in No Hurry to Resume Classes at Kabul U.

Continued From Page A31

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International

Gazette

May 27, 1992 • THE CHRONICLE OF HIGHER EDUCATION • A35

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS



Steven S. Koblik
Reed College



Max J. Keck
Xavier University
(Ohio)



Richard A. Nigro
Philadelphia College
of Textiles and Science



Richard B. Goetze, Jr.
College of Aeronautics



Robert L. Trinchero
California State U.
at Hayward



Susan Florio
American Collegiate
Retailing Association

New college and university chief executives: College of Aeronautics, Richard B. Goetze, Jr.; Gordon College (Mass.), R. Judson Carlberg; Reed College, Steven S. Koblik; Rochester Institute of Technology, Albert J. Simone; Tufts University, John DiBiagio; University of Osteopathic Medicine and Health Sciences, Keith D. Blayney.

Other new chief executive: National Academy Foundation, John Dow, Jr.

Appointments, Resignations

Patrik Allen, member of the English faculty at Union College (N.Y.), to director of educational studies.

Douglas M. Astor, dean of the college at Clark U. (Mass.), to vice-president for academic affairs; Siena College.

Kenneth R. Bain, director of the Center for Teaching at Vanderbilt U., to director of the Center for Effective

Teaching at Northwestern U.

David Belfiore, former president of Rockefeller U., to professor of biology at Tufts Junior College, to vice-president for academic affairs and student affairs at Clark U. (Mass.).

John B. Blayney, former dean of the school of health-related professions at U. of Alabama, to chancellor of U. of Osteopathic Medicine and Health Sciences (Iowa), effective July 1.

James R. Campbell, director of finance and business manager at Brooklyn (N.Y.) Public Library System, to vice-president for finance and management at State U. of New York College at Cortland.

R. Judson Carlberg, senior vice-president for development at Gordon College (Mass.), to president; Rick L. Chaney, chairman of the economics and academic dean of the university's campus in Madrid, Spain.

Joyce D. Clark, acting associate dean of students at Princeton U., to associate dean.

Larry F. Chiose, director of the division of business and industrial technology at Gordon College, to president of College of Aeronautics.

Cynthia Green, dean of students at St. Andrews Presbyterian College, to vice-president for campus life and dean of students at Converse College.

Susan Hickey, dean of students at Loyola College in Maryland, also to vice-president for student development.

Richard B. Goetze, Jr., former professor of aeronautics at Naval War College, to president of College of Aeronautics.

Carolyn Grier, dean of students at St. Andrews Presbyterian College, to vice-president for campus life and dean of students at Converse College.

Colleen Jennings-Roggenkamp, director of programs for the Hopkins Center at Dartmouth College, to director of public events at Arizona State U.

Max J. Keck, academic vice-president at Rockhurst College, to dean of the colleges of arts and sciences at Xavier U. (Ohio). *Continued on Following Page*

CONFERENCES

2ND INTERNATIONAL CONFERENCE ON SEXUAL ASSAULT ON CAMPUS

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Psychological Divisions

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Workshops must be initiated by individual recipients of SSRC-MacArthur Foundation Fellowships in International Peace and Security (past and present), MacArthur Foundation Grants for Research and Writing, MacArthur Collaborative Studies Grants, or any other direct or indirect grant from the MacArthur Program on International Peace and Cooperation. For more information contact: The Program on International Peace and Security, SSRC, 605 Third Ave., New York, NY 10158 USA. (212) 661-0280. FAX: (212) 370-7896. Deadline: September 15, 1992.

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Gazette

Continued From Preceding Page

Kay A. Kemper, acting vice-president for university relations at Old Dominion U., to vice-president.
C. William Kern, professor of chemistry at Ohio State U., to vice-president for research and dean of the graduate school at Northwestern U.
Khalid Khan, assistant dean of the school of engineering at U. of Portland, to associate dean.

Steven S. Koblik, associate professor of religion and theology, coordinator of pre-seminary education, and chair of religion and philosophy at Concordia College (Minn.), to academic dean.

Laurence H. Latman, president of New Mexico Institute of Mining and Technology, has announced his resignation, effective July 1, 1993.

Robert A. Layton, director of finance and operations at Nelson Gallery Foundation (Kansas City, Mo.), to chief financial officer at Rockhurst College.

Harvey S. Lewis, associate dean of the college of business administration at U. of Central Florida, to dean of the college of business and industry at Mississippi State U.

Koff Lomotey, associate professor of educational administration at State U. of New York at Buffalo, to chairman of administrative and foundational services in the college of education at Louisiana State U.

Mark Luker, chief information officer and professor of computer science at U. of Minnesota at Duluth, to director of the Division of Information Technology at Madison.

Jerry D. Wilcox, director of the office of international students and scholars at Cornell U., has been elected president of National Association of Foreign Student Advisors.

MISCELLANY

John Dow, Jr., superintendent of schools in New Haven, Conn., to president of National Academy Foundation.

Henry Hirschberg, president of the International Publishing Group of Simon & Schuster, to president of the company's Higher Education Group.

Mark B. Neustadt, director of continuing studies at Maryland Institute College of Art, to account manager at North Charles Street Design Organization.

Sean O. Solomon, professor of geophysics at Massachusetts Institute of Technology, to director of the department of terrestrial magnetism at Carnegie Institution of Washington.

Deaths

Herbert Albrecht, 81, former president of North Dakota State U., May 9 in South Dakota.

Claude D. Burke, 76, former professor of religion at Pensacola Junior College, May 17 in Pensacola, Fla.

Herbert Kolsky, 75, former professor of physics at Brown U., May 9 in Providence, R.I.

Lorraine C. Kruse, 78, associate professor emeritus of nursing at Ohio State U., May 8 in Washington Court House, Ohio.

Norman D. Mansfield, 57, former associate director for research services at National Institutes of Health, May 13 in Potomac, Md.

Richard A. Nigro, acting vice-president for academic affairs at Philadelphia College of Textiles and Science, to vice-president for academic affairs and dean of the faculty.

William J. Nunez, III, dean of liberal arts and sciences at Missouri Western State College, to vice-chancellor for academic affairs at Indiana U. at Kokomo.

Patricia M. Paeser, comptroller at Stewart Holdings Company (Seattle), to business manager at Cornish College of the Arts.

William M. Richardson, professor of vocational education and associate dean of the college of agriculture at Louisiana State U., to dean.

Jerry Saunders, president of Westminster College (Mo.), has announced his resignation, effective June 30.

Albert J. Simone, president of U. of Hawaii, to president of Rochester Institute of Technology, effective September 1.

Keith D. Smith, director of the Educational Opportunity Program at State U. of New York College at Plattsburgh, to director of the Educational Opportunity Program at State U. of New York College at Cortland.

Gordon D. Stoenksen, associate dean for external affairs in the school of business at Duke U., to vice-president for institutional advancement at Guilford College.

Michael M. Stohler, director of sports information at Virginia Military Institute, to public-relations director, effective July 1.

Robert L. Tishere, acting associate vice-president for admissions and enrollment services at California State U. at Hayward, to director of university relations and development.

Ben J. Tuck, vice-chancellor for business and finance at U. of North Carolina at Chapel Hill, to senior vice-chancellor for business and finance at U. of Pittsburgh.

Joan Uh, associate dean of academic affairs at U. of North Carolina at Chapel Hill, to dean of nursing at U. of Tennessee at Knoxville.

Edward J. Valeo, dean of language arts and learning resources at Skyline College, to dean of instruction at College of Alameda.

Coming Events

A symbol (*) marks items that have not appeared in previous issues of The Chronicle.

2-8: Grantsmanship, "The Dynamic Grants Office: How to Lead Your Organization to Grantwinning Success," seminar, Capitol Publications Inc., Sheraton Colony Square Hotel, Atlanta, Contact: dora, Suite 248, 2604 Elmwood Avenue, Rochester, N.Y. 14618; (800) 836-0732.

2-8: Fund raising, "The Fund Raising School: Leadership Development for Fund Raising," Indiana University, Indianapolis, Contact: Center on Philanthropy, 402 Huntington Hall, Syracuse University, Syracuse, N.Y. 13244-3522; (315) 443-4167, fax (315) 443-5722.

2-8: Management, "Appraisal, Total Quality Management in Education," conference, National Council of Teachers of Mathematics, Radisson Plaza and other sponsors, Radisson Plaza Hotel, Alexandria, Va. Syracuse University, 402 Huntington Hall, Syracuse University, Syracuse, N.Y. 13244-3522; (315) 443-4167, fax (315) 443-5722.

2-8: Fund raising, "The Fund Raising School: Leadership Development for Fund Raising," Indiana University, Indianapolis, Contact: Center on Philanthropy, 402 Huntington Hall, Syracuse University, Syracuse, N.Y. 13244-3522; (315) 443-4167, fax (315) 443-5722.

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2-8: Fund raising, "The Fund Raising School: Leadership Development for Fund Raising," Indiana University, Indianapolis, Contact: Center on Philanthropy

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13-14: Higher education. Annual meeting, American Association of University Professors, Omni Shoreham Hotel, Washington. Contact: AAUP, Suite 500, 1012 14th Street, N.W., Washington 20005; (202) 737-5900.

13-16: Experimental learning. "National Institute on the Assessment of Experimental Learning." Thomas Edison State College and other sponsors, Princeton, N.J. Contact: Debra Dagavarian, Director, National Institute, Thomas Edison State College, 101 West Street, Trenton, N.J. 08601-1176; (609) 984-1141.

13-19: Women's Leadership Development Program for Women in Higher Education. National Institute for Leadership Development, Detroit. Contact: N.I.L.D., 640 North First Avenue, Phoenix 85003; (602) 223-4290.

14 Flag Day

14-18: Fund raising. "Major-Gift Roundtable," Institute for Charitable Giving, Crystal City Marriott Hotel, Arlington, Va. Contact: ICG, 500 North Michigan Avenue, Chicago 60611; (312) 229-9757, fax (312) 222-9411.

14-17: Student-success courses. Four-day workshop on student-success courses, College Survival Inc., Vancouver, British Columbia. Contact: C.S.I., 2050 Jackson Boulevard, Rapid City, S.D. 57702-3474; (800) 528-8323, fax 605-733-7553.

14-18: Music. "Institute for Music Theory." College Music Society, University of Montana, Missoula, Mont. Contact: CMS, 200 West Spruce Street, Missoula, Mont. 59802; (406) 721-9616.

14-18: Teaching. Summer institute on college teaching, Virginia Tidewater Consortium, College of William and Mary, Williamsburg, Va. Contact: Lawrence G. Dotolo, vrc, Health Sciences Building, Room 129, 3215 Hampton Boulevard, Norfolk, Va. 23529-0293; (804) 633-3183, fax (804) 683-4515.

14-26: Drug abuse. "Summer School of Alcohol Studies." Rutgers University, New Brunswick, N.J. Contact: Rutgers University, Center of Alcohol Studies, Smith Hall, Piscataway, N.J. 08855-0969; (908) 932-4317.

15-17: Baseball and American culture. Annual Cooperstown symposium on baseball and the American culture, State University of New York and other sponsors, Otesaga Hotel, Cooperstown, N.Y. Contact: Alvin L. Hall, Continuing Education, State University of New York College, Oneonta, N.Y. 13820-0115.

15-21: Philosophy. "Time's Arrow Today: the Direction of Time," conference, University of British Columbia, Vancouver, British Columbia. Contact: Steven Savitt, Department of Philosophy, University of British Columbia, Vancouver, British Columbia V6T 1Z1.

17-18: Fund raising. "How to Prepare Your Fund-Raising Plan and Evaluate Your Results," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

17-19: Research administration. "Fundamentals of Sponsored-Project Administration," training program, National Council of University Research Administrators, Minneapolis. Contact: NCURA, Suite 220, One Dupont Circle, Washington 20036; (202) 466-3894.

17-19: Student recruitment. "The Real Cost of Recruiters," workshop, Council for Advancement and Support of Education, Philadelphia. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

18-27: Environmental studies. "Remote Sensing for Marine and Coastal Environments: Needs and Solutions for Pollution Monitoring, Control, and Abatement," conference, SAM, New Orleans. Contact: Nancy J. Wallman, P.O. Box 134001, Ann Arbor, Mich. 48113-4001; (313) 994-1200, ext. 3234, fax (313) 994-5123.

18-18: Teacher education. "Through the Looking Glass: Concept, Ideal, Reality," annual meeting, National Association of State Directors of Teacher Education and Certification, Boston Park Plaza Hotel, Boston. Contact: Donald Holz, NASDTEC, Suite 105, 3600 Whittemore Avenue, North, Seattle 98103; (206) 547-0437.

18-19: Computers. "Mathematics Across the Curriculum: Developing Courseware," workshop, Vanderbilt University, Nashville. Contact: "Mathematics" Workshops, Box 1577, Station B, Vanderbilt University, Nashville 37235; (615) 322-2951.

18-19: Engineering. "A Conference for Exploration of a National Engineering Information Service," Engineering Foundation and Council on Library Resources, Sheraton Palm Coast Hotel, Palm Coast, Fla. Contact: Engineering Foundation, 345 East 47th Street, Room 303, New York 10017; (212) 705-7835, fax (212) 705-7441.

18-19: Management. Management seminars, NCHMS Management Services Inc., Ramada Renaissance Hotel, Sar-

atoga Springs, N.Y. Contact: Arlene Barr, NCHMS Management Services Inc., P.O. Drawer P, Boulder, Colo. 80301-9752; (303) 497-0435 or (303) 497-0365, fax (303) 497-0338.

18-19: Teaching. "Teaching Abilities Across the Curriculum," workshop, Alverno College, Milwaukee. Contact: Alverno Institute, Alverno College, 3401 South 39th Street, P.O. Box 34392, Milwaukee 53234-3922; (414) 392-6007.

18-19: Teaching and assessment. "Assessment as Learning Workshop," Alverno College, Milwaukee. Contact: Alverno Institute, Alverno College, 3401 South 39th Street, P.O. Box 34392, Milwaukee 53234-3922; (414) 392-6007.

18-19: Teaching and assessment. "How Colleges Can Obtain National and Regional Publicity," conference, Pennsylvania College of Technology, Williamsport, Pa. Contact: Ed Vavra, Associate Professor of Rhetoric, mpr, Pennsylvania College of Technology, One College Avenue, Williamsport, Pa. 17701; (717) 326-3761, ext. 7736.

18-19: Institutional advancement. "How Colleges Can Obtain National and Regional Publicity," conference, Pennsylvania College of Technology, Williamsport, Pa. Contact: Ed Vavra, Associate Professor of Rhetoric, mpr, Pennsylvania College of Technology, One College Avenue, Williamsport, Pa. 17701; (717) 326-3761, ext. 7736.

18-19: Mathematics. Workshop for college teachers of mathematics, Mathematical Association of America, Houston. Contact: Ellis Dusha, Department of Applied Mathematical Sciences, University of Houston-Houston, One Main Street, Houston 77001; (713) 221-8550.

18-20: Phenomenology. "Allegory Old and New: Creativity and Community in Culture," international conference, World Phenomenology Institute and International Society for Phenomenology and Literature, Lexington, Ky. Contact: A-T. Tymerkiewicz, World Phenomenology Institute, 3450 Pleasant Road, Belmont, Mass. 02178; (617) 489-3166.

18-20: Personnel. "Admission-Representation Seminar," sat, Gallup, Lincoln, Neb. Contact: Cheryl T. Steamer, Vice-President for Higher Education, sat, Gallup, 301 6th Street, Lincoln, Neb. 68510; (800) 289-5922.

18-20: Student personnel. "Student Affairs Summer Institute," Indiana University, Bloomington, Ind. Contact: Peggy Jenkins, 236 School of Education, Indiana University, Bloomington, Ind. 47405; (812) 853-0212, fax (812) 853-3044; MPPIN@IUBAC.S

18-22: Behavioral and social sciences. Annual meeting,猖狂: the International Society for the History of Behavioral and Social Sciences, University of Windsor, Windsor, Ontario. Contact: Henry Minton, Department of Psychology, University of Windsor, Windsor, Ontario N9B 3P4; (519) 253-4232.

18-22: Personnel. "Admission-Representation Seminar," sat, Gallup, Lincoln, Neb. Contact: Cheryl T. Steamer, Vice-President for Higher Education, sat, Gallup, 301 6th Street, Lincoln, Neb. 68510; (800) 289-5922.

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18-22: Management. "Total Quality Management: Executive Seminar," QSystems Inc., Atlanta. Contact: QSystems, 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-3704.

18-22: College guides. "Everything You Want to Know About College Guides," workshop, Pennsylvania State University, Harrisburg, Pa. Contact: Annette Cremo, Pennsylvania State University, 1010 North Seventh Street, Harrisburg, Pa. 17102; (717) 722-3590 or (800) 346-0319.

18-22: Fund raising. "The Fund Raising School: Principles, Techniques of Fund Raising," Indiana University, Indianapolis, Indiana. Contact: Kay Barnett, 274-7063.

18-22: Writing. "Writing Institute," University of Nevada, Reno, Nev. Contact: Stephen Toeboldi, (702) 784-6689.

18-22: Students. "Problem Solving in Residence Halls," workshop, Pratt Community College, Pratt, Kan. Contact: Dave Lemire, Coordinator for Residential Life, Pratt Community College, Pratt, Kan. 67124; (620) 452-2162; (317) 274-7063, fax (317) 274-7063.

18-22: Students. "Problem Solving in Residence Halls," workshop, Pratt Community College, Pratt, Kan. Contact: Dave Lemire, Coordinator for Residential Life, Pratt Community College, Pratt, Kan. 67124; (620) 452-2162; (317) 274-7063, fax (317) 274-7063.

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18-22: Computers. "National Education Computing Conference," Leopold's Amador Hotel, Dallas. Contact: ncc, University of North Texas, Computer Education and Cognitive Systems Department, P.O. Box 5155, Denton, Tex. 76203; (817) 565-3903, fax (817) 565-2183; Spanish Gayle, International Society for Technology in Education, 1700 Agave Street, Eugene, Ore. 97403-1923; (503) 346-2834, fax (503) 346-5800.

18-27: Environmental studies. "Remote Sensing for Marine and Coastal Environments: Needs and Solutions for Pollution Monitoring, Control, and Abatement," conference, SAM, New Orleans. Contact: Nancy J. Wallman, P.O. Box 134001, Ann Arbor, Mich. 48113-4001; (313) 994-1200, ext. 3234, fax (313) 994-5123.

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18-19: Management. Management seminars, NCHMS Management Services Inc., Ramada Renaissance Hotel, Sar-

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16th Street, New York 10026; (212) 303-3682, fax (212) 305-3543 or Roberta Sonnenburg, (301) 496-163, fax (301) 402-2803.

18-19: Grammar. "The Teaching of Grammar," conference, Pennsylvania College of Technology, Williamsport, Pa. Contact: Ed Vavra, Associate Professor of Rhetoric, mpr, Pennsylvania College of Technology, One College Avenue, Williamsport, Pa. 17701; (717) 326-3761, ext. 7736.

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